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ABSTRACT

The initial step in the evaluation of the Fort Gay-Thompson School Community Council's program was to establish baseline data prerequisite to measuring the change in the program's influence. Surveys were made of the typical program phases regarded as germane to evaluation. Thus, data were obtained on: pupils--enrollment trends, achievement levels, perceptions of school; staff-qualifications, experience, personal background, goals and needs as perceived by teachers, teaching strategies and classroom practices; program--pattern of course offerings, student services, and extra-curricular programs; school plants and facilities; and pupil transportation. These phases were not treated separately since their interrelationships were regarded as highly important. The students, teaching and administrative staffs of the Fort Gay-Thompson schools, and the staffs of the District's central office, the School Community Council office, and the State Department of Education supplied the data. This report presents the baseline data. Among the baseline findings were: the Fort Gay-Thompson schools showed a continual, although gradual, growth; in 1971-72, the 3rd and 6th grades at Thompson Elementary were below national, state, and county averages in every area except math; adopted textbooks provided the principal planning source for instruction; and unlike the elementary teachers, the high school teachers made little use of sub-grouping in the classroom. (NQ)

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SCHOOLS OF FORT GAY-THOMPSON,
WEST VIRGINIA, Spring 1973

A report to the Fort Gay-Thompson School Community Council
by the Bureau of School Service, University
of Kentucky

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APPENDICES

Because this document constitutes considerable bulk, the Appendix which should be part of it is a separate document so labelled. It contains:

A. The Fort Gay-Thompson School Community Council

B. Report to Fort Gay High School for North Central Association

C. Philosophy and Objectives, Fort Gay High School

SCHOOLS OF FORT GAY-THOMPSON, WEST VIRGINIA
SPRING 1973

A report by the Bureau of School Service, University of
Kentucky, of information basic to evaluation of the
Fort Gay Elementary, Fort Gay High, and
Thompson Elementary schools of
Wayne County, West Virginia*

This report is the initial step in the evaluation of a program being directed by the Fort Gay-Thompson School Community Council: the establishment of baseline data prerequisite to measurement of change as expected for any longitudinal study of the influence of a program. Presented here, therefore, is information which the study team could and felt it advisable to obtain for appraisal of the effectiveness of the three schools which are the concern of the Council.

At this point in the study, it seemed proper to use a "dragnet" approach in gathering information. That is, whatever information offered any reasonable likelihood of becoming useful in the evaluation was obtained as it was available. Accordingly, surveys were made of the typical phases of the program generally regarded by evaluation as germane to evaluation:

1) Pupils--enrollment trends, achievement levels, perceptions of school.
2) Staff--qualifications, experience, etc., including goals and needs as perceived by teachers, and teaching strategies and classroom practices.
3) Program--pattern of course offerings and student services, including extra-curricular programs.

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*Performed under contract with the Fort Gay-Thompson School Community Council.

4) School plants and facilities

5) Pupil transportation

These phases, ultimately, are not being treated separately, the interrelationships among the various phases being regarded as highly important. Also, the study of the community, being carried out by Dr. Richard Comfort of Marshall University, was regarded as germane in consideration of the special needs of students coming out of the unique socio-economic background of the community.

Sources of Information

The study team are in the debt of the students, teaching and administrative staffs of the Fort Gay-Thompson schools for their generous cooperation. Also, since the study required some records not available in those schools, thanks should go also to the Wayne County School District central office staff who provided attendance and test-score data not only for the three schools but for the county as a whole, thereby permitting some useful comparisons to be made. The support, too, of the School Community Council office staff, and of the West Virginia Department of Education should be recognized. Thanks go to all of these from the study team.

The study team attempted to interfere as little as possible with the routine operation of the schools. Since the Fort Gay High School was due for accreditation review by the North Central Association of Colleges and Schools, the study team, by special arrangement, served as a visiting team to review the staff self-study and reported to the Association. It obtained useful information, thereby, for this report, conserving the time of the Fort Gay High School staff, since much of the content of the accreditation reports was needed for this study in any case.

Recommendations

This report was not intended to produce recommendations--yet, it was to present the information in such form as to imply whatever the needs of the schools were. That is, it was not to be just a "jumble" of unorganized information without implications. Some of the writers, however, saw fit to set forth recommendations, both formally and at various points in presenting information which implied needs. These we have left in the report, assuming that in a sense a need stated at this point is a "baseline" for evaluation purposes later, when needs now are compared to needs later.

The actual recommendations, however, should be regarded as judgments, rather than as objective data. A recommendation represents, simply, the need for a given action as perceived by the writer--with no intent to imply that the specific recommendation offered is the only way to deal with the need. The recommendation may be regarded as a gratuitous "contribution" made by the writer, therefore, because he felt that in offering it he was interpreting his observations more effectively.

THE PUPILS OF FORT GAY-THOMPSON SCHOOLS

What are general population trends?

In the past decade Wayne County, West Virginia, as is typical of most Appalachian counties, has shown a continued decrease in total population. The 1960 census showed a population of 38,977. The 1970 census showed 37,581 or a 3.6 percent decrease. Moreover, the population of the age group 20 or under has fallen from 17,288 in 1960 to 15,030 in 1970, or a net loss of 2,258 or 13 percent.

In James S. Brown's study, Southern Appalachian Population Change, 1960-1970: A First Look at the 1970 Census, one finds a general population decline in the Appalachian region. Brown attributes the loss primarily to the decline in the coal mining industries, which in turn, promoted high migration and a decline in the natural increase of the population. This decline in the natural increase of the population has a two-fold explanation. First, there has been a slight increase in deaths, due to an increasing number of old people in the population. Secondly, there has been a decline in the birth rate caused by the out-migration of large numbers of young people in the child-producing age. Thus, Brown found that the areas of heaviest migration tended to have the greatest decline in number of births. It is entirely reasonable to expect specific incidents to alter migration patterns in Wayne County. Changes in employment opportunities and modification of the resource base through highways, bridges, or dam construction, for instance, will almost certainly change the migration pattern. The occurrence of wars or other disasters and of unusual swings in business activity would change not only the migration pattern but also the birth and death rate.

What are pupil population trends?

Contrary to what one would expect from the general population trends, the pupil population of the Fort Gay-Thompson area has shown a gradual, but steady, increase over the past decade. Pupil population is shown for Thompson in Table 1, Fort Gay Elementary in Table 2, and Fort Gay High in Table 3. This seemingly paradoxical development caused some slight consternation until it was learned through interviews with the local residents that the construction of a dam in another sector of Wayne County was one reason for the growth. The people being displaced through the inundation of their homes by the dam construction chose the area of Fort Gay-Thompson in which to relocate. Probable reasons for this choice, according to the interviewee, were industry in the Big Sandy Valley, farm land, and a similarity to their former section of the county.

Tables 1, 2, and 3 show the population by grade, sex, retainees, and percent retained per school. Retainees are deleted in Table 3 because high school term reports do not show retention. The tables also show the continual growth from 1961 to 1971.

As can be seen from the above information, the Fort Gay-Thompson schools have shown a continual, although gradual, growth. Whether this growth will continue, decline, or stabilize at its present level is a matter for conjecture. However, on the basis of enrollments over the last four years it would be fairly safe to assume that the enrollment has stabilized.

The enrollment by grade of the Fort Gay-Thompson attendance area does not parallel the enrollment by grade at the national level (see Graph I).

Table 1--Fort Gay Elementary Enrollments

Grade	One			Two			Three			Four			Five			Six				
Year	Boys	Girls	Retained	Boys	Girls	Retained	Boys	Girls	Retained	Boys	Girls	Retained	Boys	Girls	Retained	Boys	Girls	Retained		
1961-62	24	30	2	25	26	2	39	19	12	25	34	13	33	36	6	40	37	11	368	9
1962-63	27	27	10	28	32	1	29	34	5	38	23	15	30	30	13	32	42	14	372	16
1963-64	33	31	4	26	23	2	31	31	13	38	26	10	26	26	0	25	28	6	344	10
1964-65	25	20	5	33	28	4	29	29	7	36	26	4	31	26	1	32	28	2	343	7
1965-66	33	37	7	29	20	10	36	39	6	32	31	7	33	28	4	35	28	12	381	12
1966-67	36	28	4	30	38	0	29	21	5	31	35	7	28	35	0	33	29	0	373	4
1967-68	34	27	7	32	32	0	36	42	2	30	25	2	36	39	2	31	35	0	399	3
1968-69	39	44	11	28	27	5	35	35	8	30	37	0	33	31	0	26	36	0	401	6
1969-70	33	43	7	36	44	3	30	26	0	37	35	2	34	37	1	29	34	0	418	3
1970-71	47	34	14	25	38	0	34	38	1	29	27	0	32	33	0	34	38	0	409	4
1971-72	48	39	12	39	31	3	25	38	1	32	46	0	28	27	0	32	33	0	418	4

Table 2--Thompson Elementary Enrollments

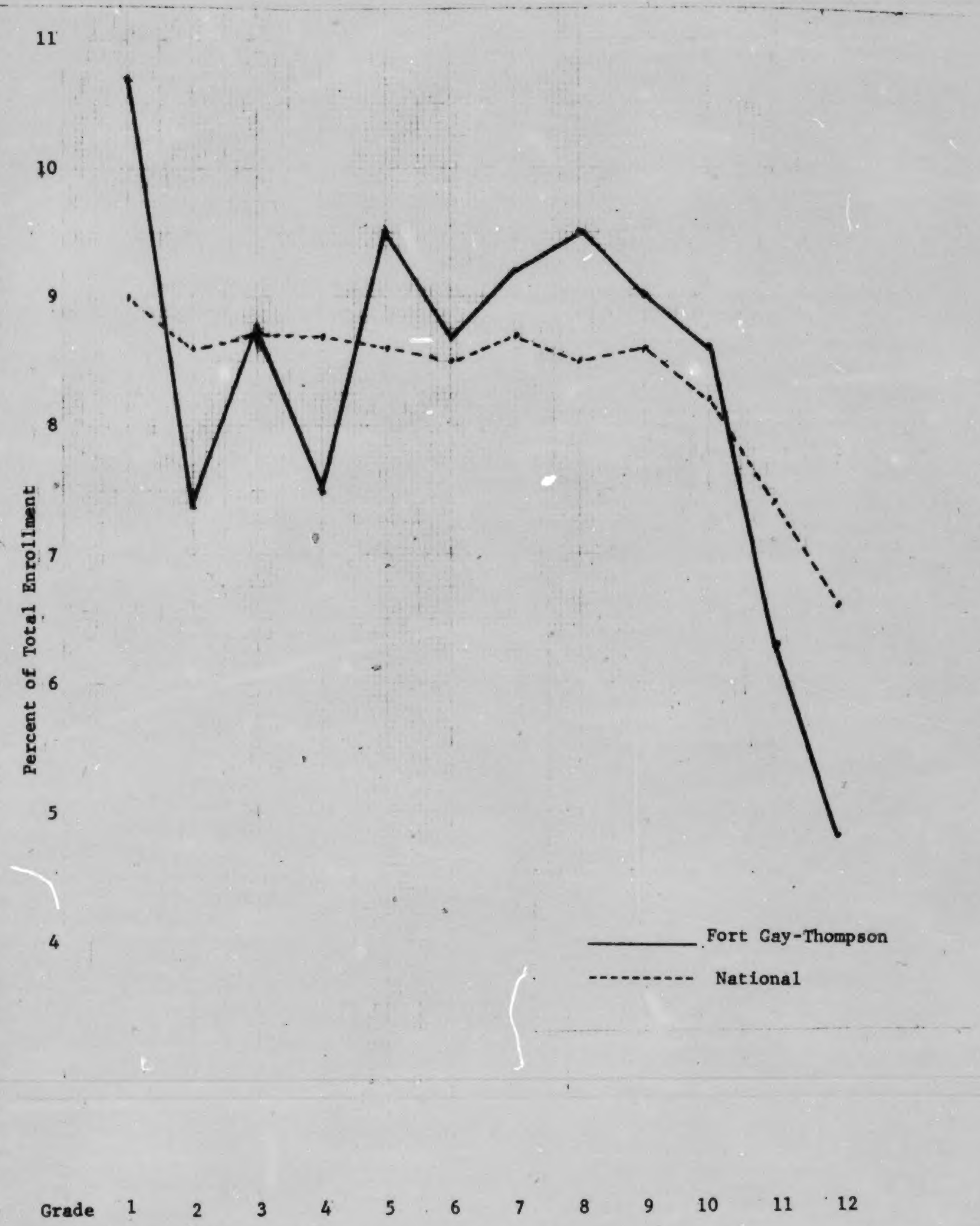
Grade	One			Two			Three			Four			Fife			Six			Total Enrollment	Percent Retained
Year	Boys	Girls	Retained	Boys	Girls	Retained	Boys	Girls	Retained	Boys	Girls	Retained	Boys	Girls	Retained	Boys	Girls	Retained		
1961-62	15	14	7	15	14	12	11	9	5	7	6	1	5	4	1	14	10	2	124	23
1962-63	17	15	6	15	15	9	16	7	2	8	9	0	8	6	5	6	5	2	127	19
1963-64	11	13	3	18	16	4	12	12	3	14	8	0	10	10	0	6	5	0	135	7
1964-65	13	14	8	11	14	2	14	17	2	9	13	3	16	8	0	11	9	0	149	10
1965-66	11	10	6	12	9	2	13	5	2	11	21	5	9	7	0	18	6	0	142	11
1966-67	24	17	13	12	11	4	13	11	6	14	16	1	13	15	0	10	11	0	167	14
1967-68	18	16	7	19	16	6	16	13	12	19	14	4	14	15	0	15	15	0	184	16
1968-69	14	18	7	16	11	0	21	18	1	11	14	1	17	7	0	14	14	0	175	5
1969-70	12	14	11	1	12	0	18	7	1	19	18	3	8	15	1	14	9	0	147	11
1970-71	21	12	10	7	9	0	7	15	0	14	10	2	17	19	3	11	10	1	152	11
1971-72	18	13	5	17	9	0	7	9	0	5	11	0	11	14	1	17	15	0	145	7

Table 3 --Fort Gay High School Enrollments

Grade	Seven			Eight			Nine			Ten			Eleven			Twelve				
Year	Boys	Girls	Retained	Boys	Girls	Retained	Boys	Girls	Retained	Boys	Girls	Retained	Boys	Girls	Retained	Boys	Girls	Total		
1961-62	45	45	*	51	59	*	48	44	*	32	41	*	30	24	*	23	30	472		
1962-63	64	45		40	45		50	57		41	41		22	35		28	23	491		
1963-64	47	48		56	45		44	31		35	48		40	36		17	33	480		
1964-65	38	48		47	45		56	43		42	32		29	40		37	29	486		
1965-66	49	46		43	44		36	46		49	39		32	26		28	34	472		
1966-67	56	44		46	44		41	43		31	40		46	31		30	24	476		
1967-68	54	48		54	40		47	40		33	34		29	36		47	34	496		
1968-69	50	54		57	46		51	43		41	35		32	28		24	32	493		
1969-70	60	58		49	50		51	47		44	37		29	30		26	22	503		
1970-71	43	45		51	55		48	48		50	42		35	32		27	24	500		
1971-72	46	55		42	38		49	50		36	42		43	37		32	28	498		

*High school term reports do not show retentions.

GRAPH 1--Grades 1-12 Fort Gay-Thompson and National Percentages of Enrollment by Grade.



The 1st-grade enrollment is high both in Fort Gay-Thompson and nationally. A decrease is noticed in both in the 2nd grade; however, it is more pronounced in the Fort Gay-Thompson area. Both show an increase from 2nd to 3rd. Nationally from 3 to 4 remain stable. At Fort Gay-Thompson there is a decline. In the 5th grade Fort Gay-Thompson rises and the national percentage declines. Both rise in the 6th at nearly the same rate. In the 7th Fort Gay-Thompson continues to rise and the national figure drops. From 8 to 9 shows an increase nationally and a decline at Fort Gay-Thompson. From 9 through 12 both decline with the decrease being more pronounced in the Fort Gay-Thompson enrollment district.

These deviations from national averages could be the result of retention policies, patterns of migration, or dropout rates. Since enrollments in total have been comparatively stable, having risen rather steadily less than 2% per year during the last decade, the pile-up in early grades would appear to be because retentions are unusually high and the drop in high school years the result of dropouts. Retentions, of course, encourage drop outs. nB.

This section of the report has described pupil responses to questions aimed at obtaining some insights into the quality of their experience in the schools. Some of the responses suggest redirection of program strategies--without providing substantive base-line data for later evaluation. They do, however, imply the character of the program, at least as perceived by students, so are included here. The data on student perceptions of how intensely their assignments press them should provide objective evidence of change, however, should the same data be gathered from students later.

How do pupils compare in achievement?

Test data for the 3rd and 6th grades of the two elementary schools in the Fort Gay-Thompson area were available for the school years 1970-71 and 1971-72. A graphic comparison of the test results of the individual school with the district as a whole and with West Virginia and national averages will be presented.

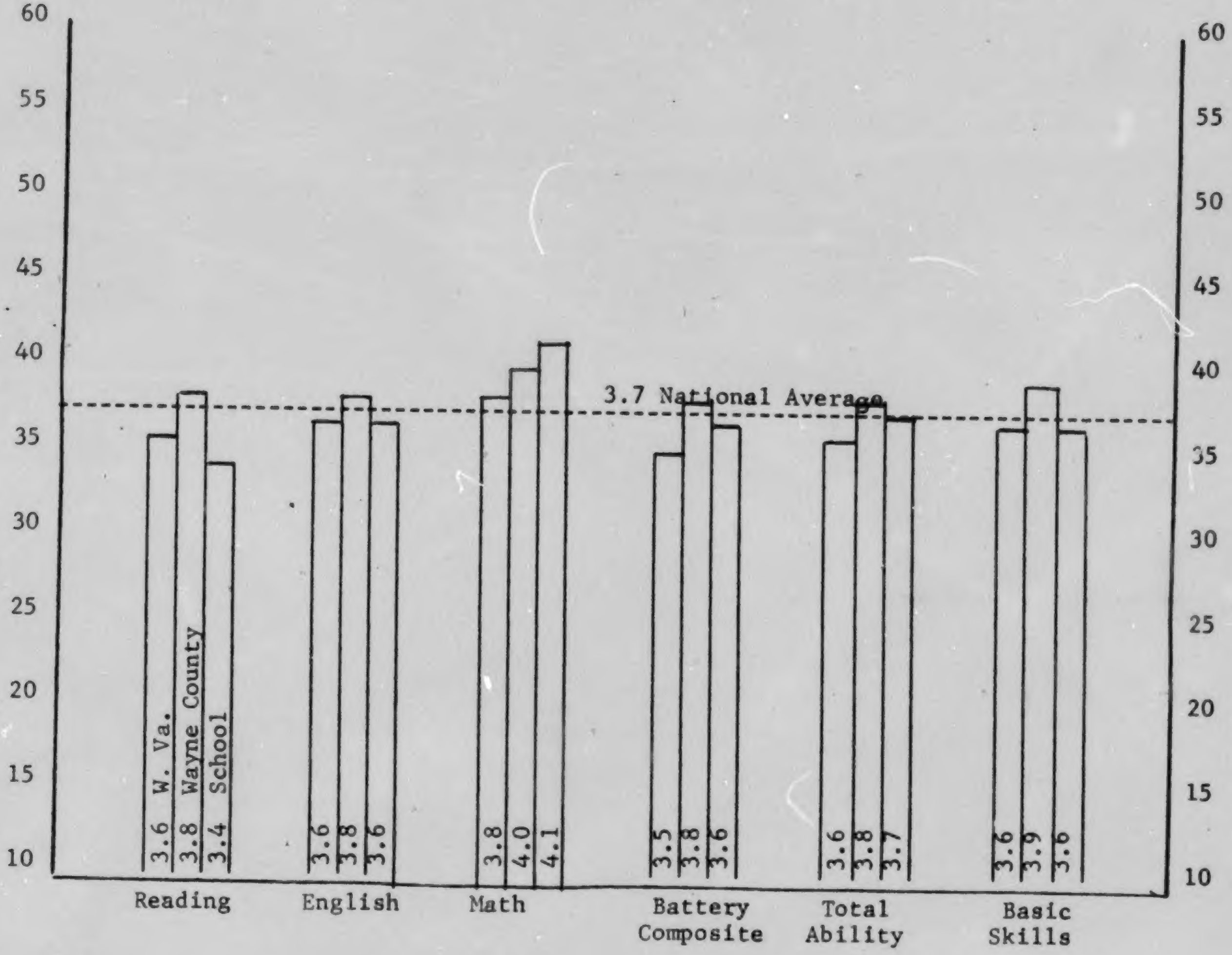
At Thompson Elementary in the school year 1970-71, the 3rd and 6th grades were both below national, state, and county averages in every area except math. In the 1971-72 school year, both grades scored below county, state and national in every area. The disparity in the averages did not appear to increase from the 3rd to the 6th grade as one would expect.

At Fort Gay Elementary in the school year 1970-71, the 3rd grade scored below the county, state, and national averages in all areas. However, the 6th grade was comparable to Wayne County in reading, was above the state in math, matched the state in the battery composite, and above the state in basic skills. In the school year 1971-72, the 3rd grade scored below the county, state, and national averages. The 6th grade was above West Virginia, matched with Wayne County in reading and math, but below the county, state and national averages in the other areas. Again, the disparity does not appear to increase as the students progress through school. It would be difficult to draw any foregone conclusions or make any broad generalizations about achievement from the limited data presented; however, the differences do appear significant. The above described information is presented in graphic form. Graphs 2 and 3 show test results for Thompson Elementary grades 3 and 6, 1970-71. Graphs 4 and 5 present a profile of Thompson elementary grades 3 and 6, 1971-72. Graphs 6 and 7 present results for Fort Gay Elementary 1970-71. Graphs 8 and 9 profile Fort Gay Elementary 1971-72.

(NOTE: The graphs interpreting pupil achievement which follow were provided by the supervisor of counseling services of the Wayne County schools.)

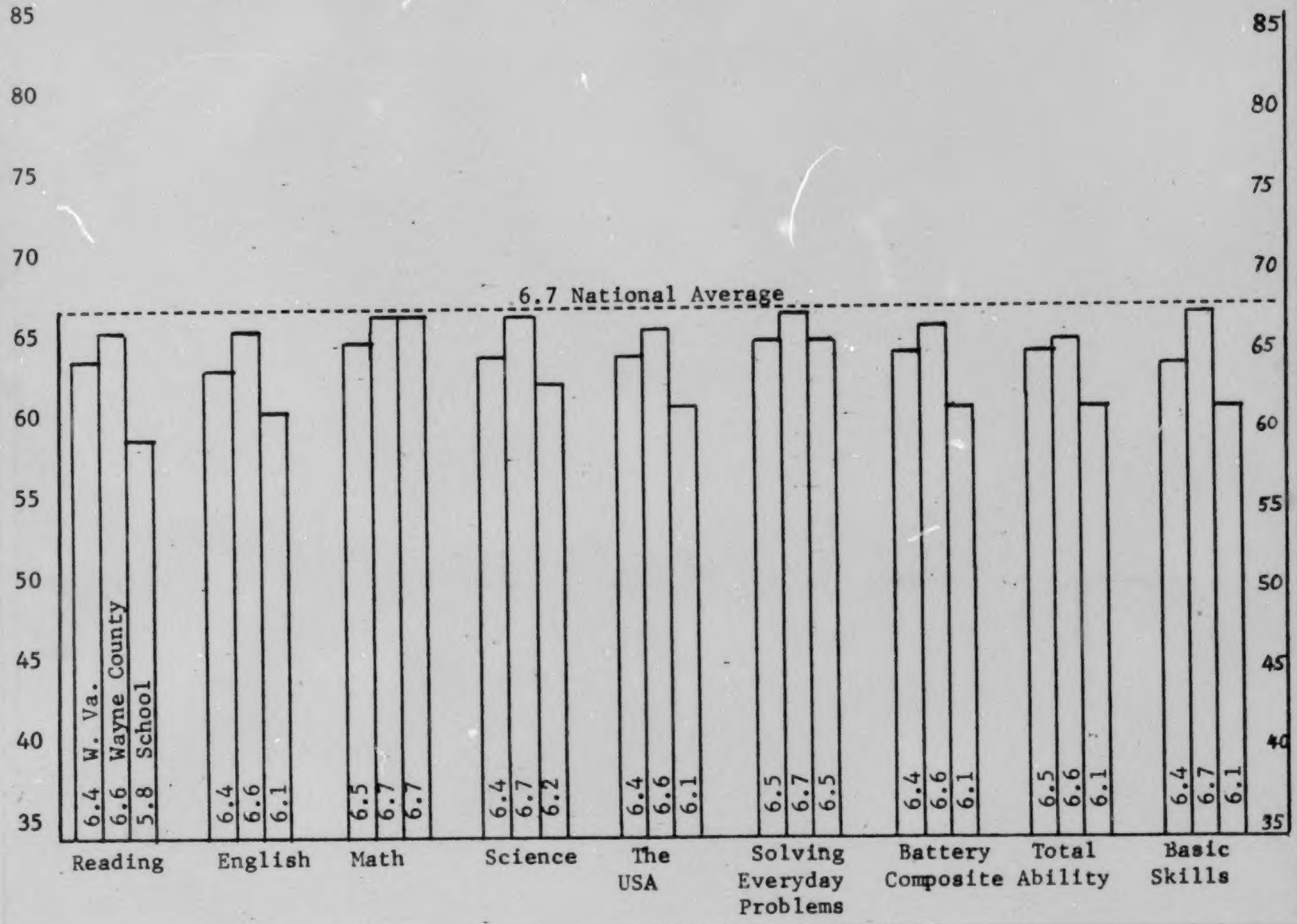
GRAPH 2--WAYNE COUNTY MEAN SCORES, 1971, STS EDUCATIONAL DEVELOPMENT SERIES

Thompson Elementary, Grade 3



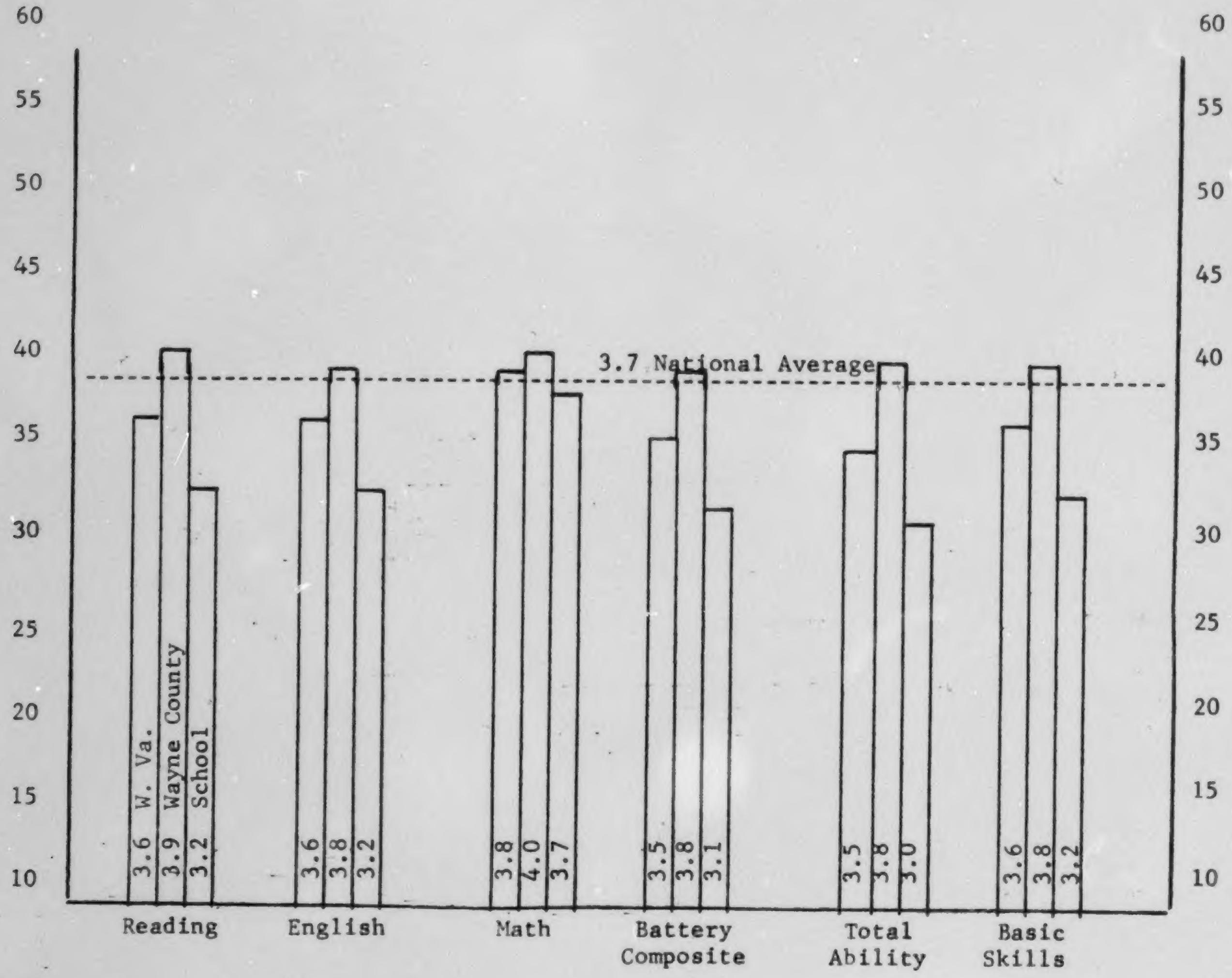
GRAPH 3--WAYNE COUNTY MEAN SCORES, 1971, STS EDUCATIONAL DEVELOPMENT SERIES

Thompson Elementary, Grade 6

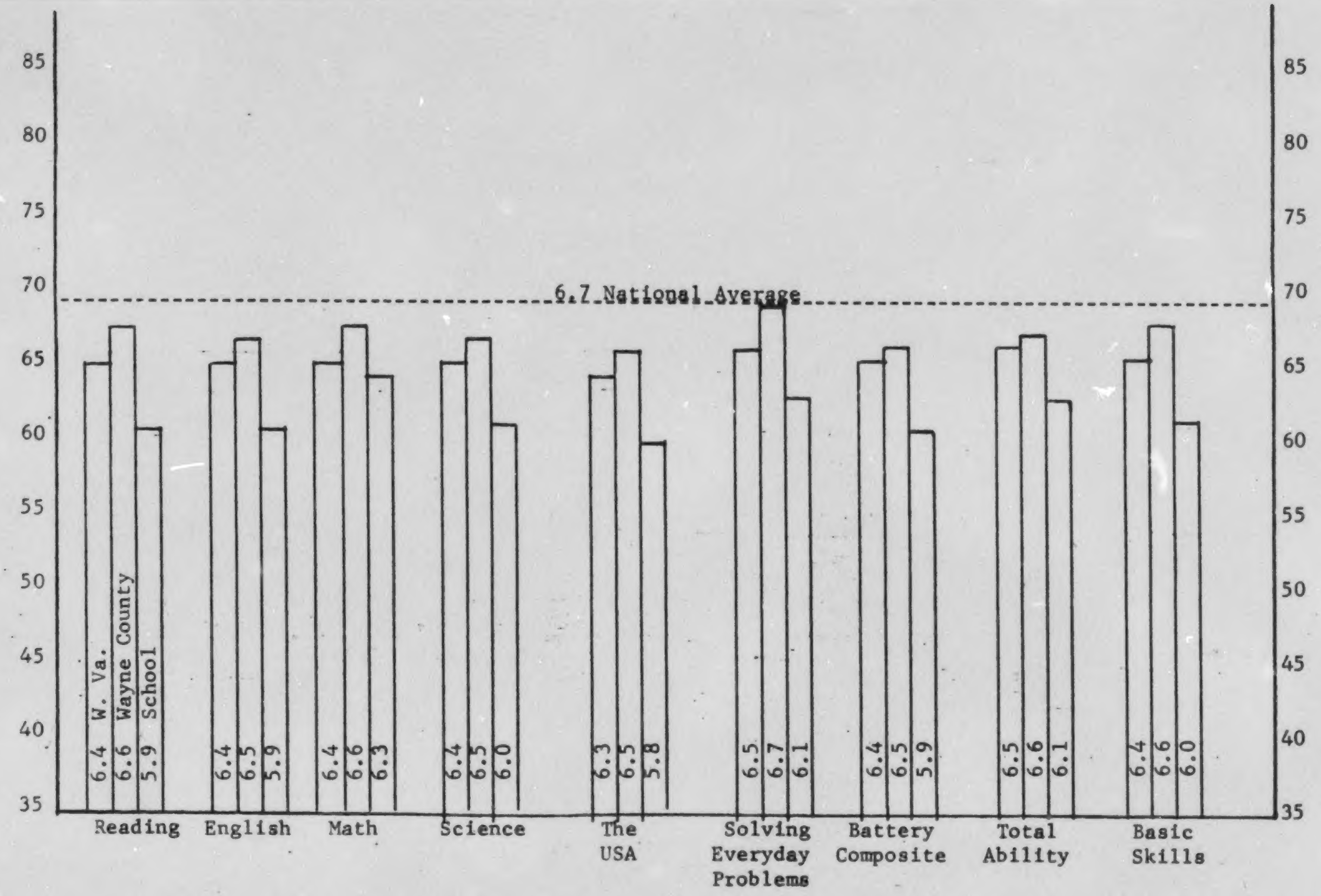


GRAPH 4--WAYNE COUNTY MEAN SCORES, 1972, STS EDUCATIONAL DEVELOPMENT SERIES

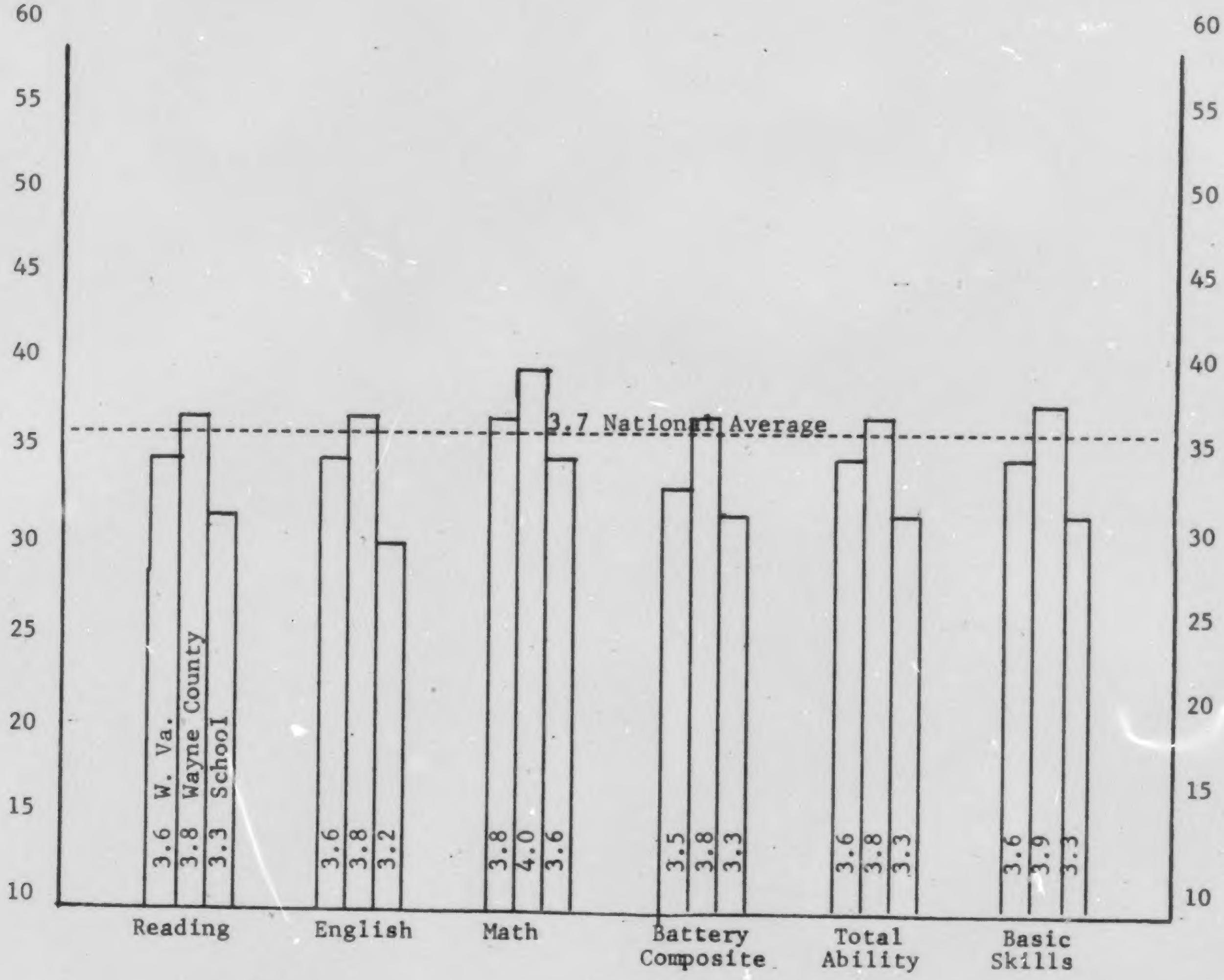
Thompson Elementary, Grade 3



GRAPH 5--WAYNE COUNTY MEAN SCORES, 1972, STS EDUCATIONAL DEVELOPMENT SERIES
Thompson Elementary, Grade 6

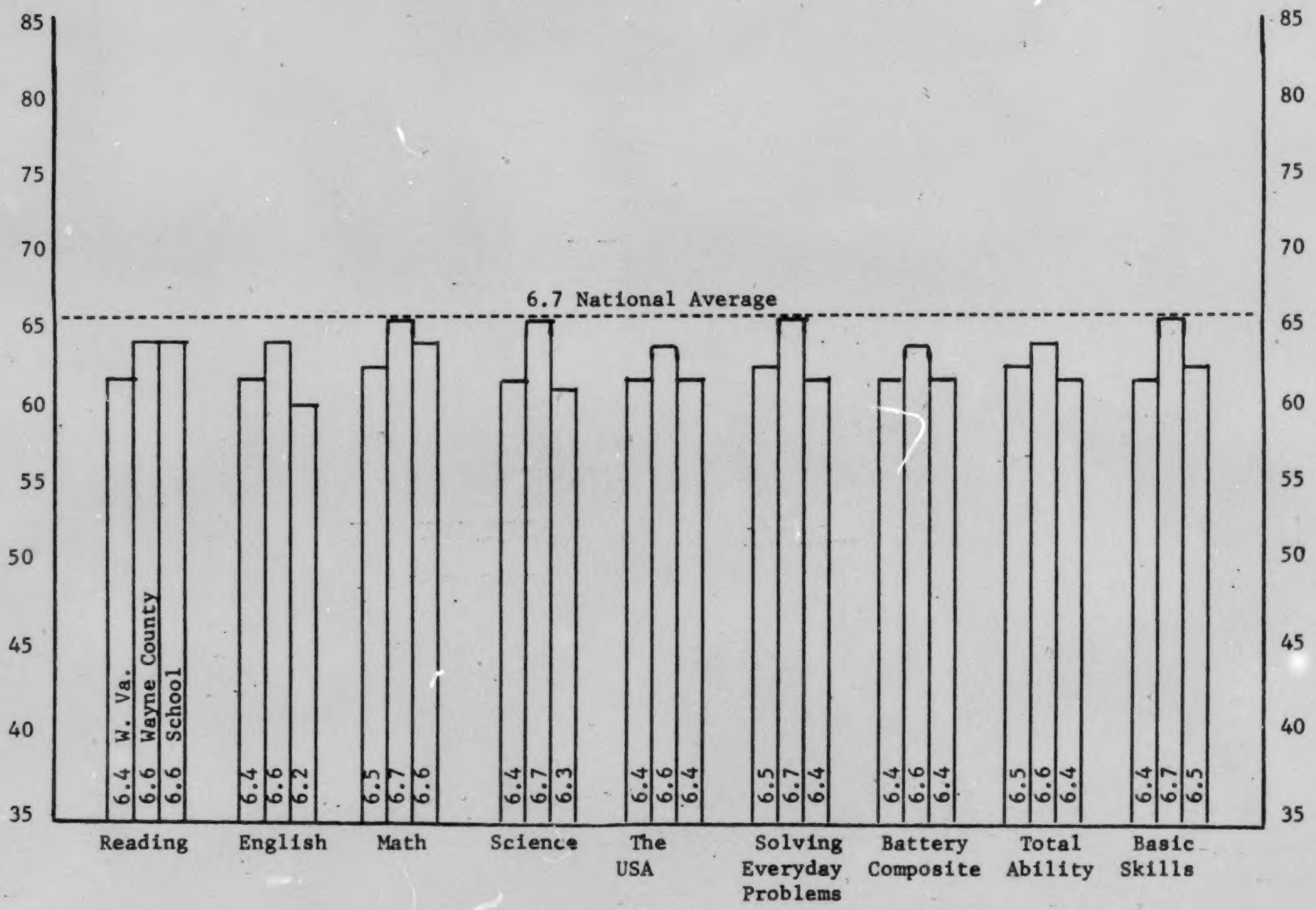


GRAPH 6--WAYNE COUNTY MEAN SCORES, 1971, STS EDUCATIONAL DEVELOPMENT SERIES
Fort Gay Elementary, Grade 3



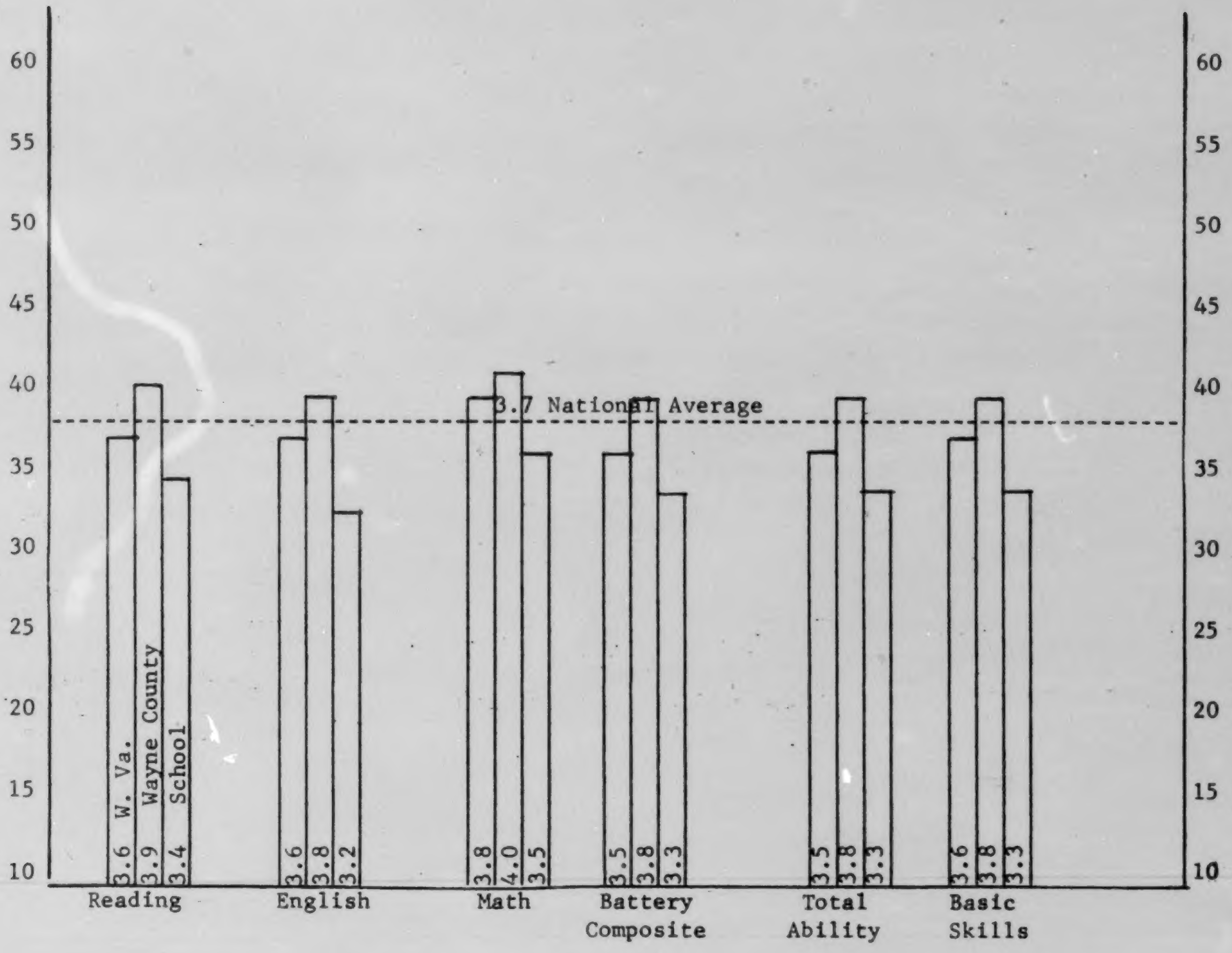
GRAPH 7--WAYNE COUNTY MEAN SCORES, 1971, STS EDUCATIONAL DEVELOPMENT SERIES

Fort Gay Elementary, Grade 6



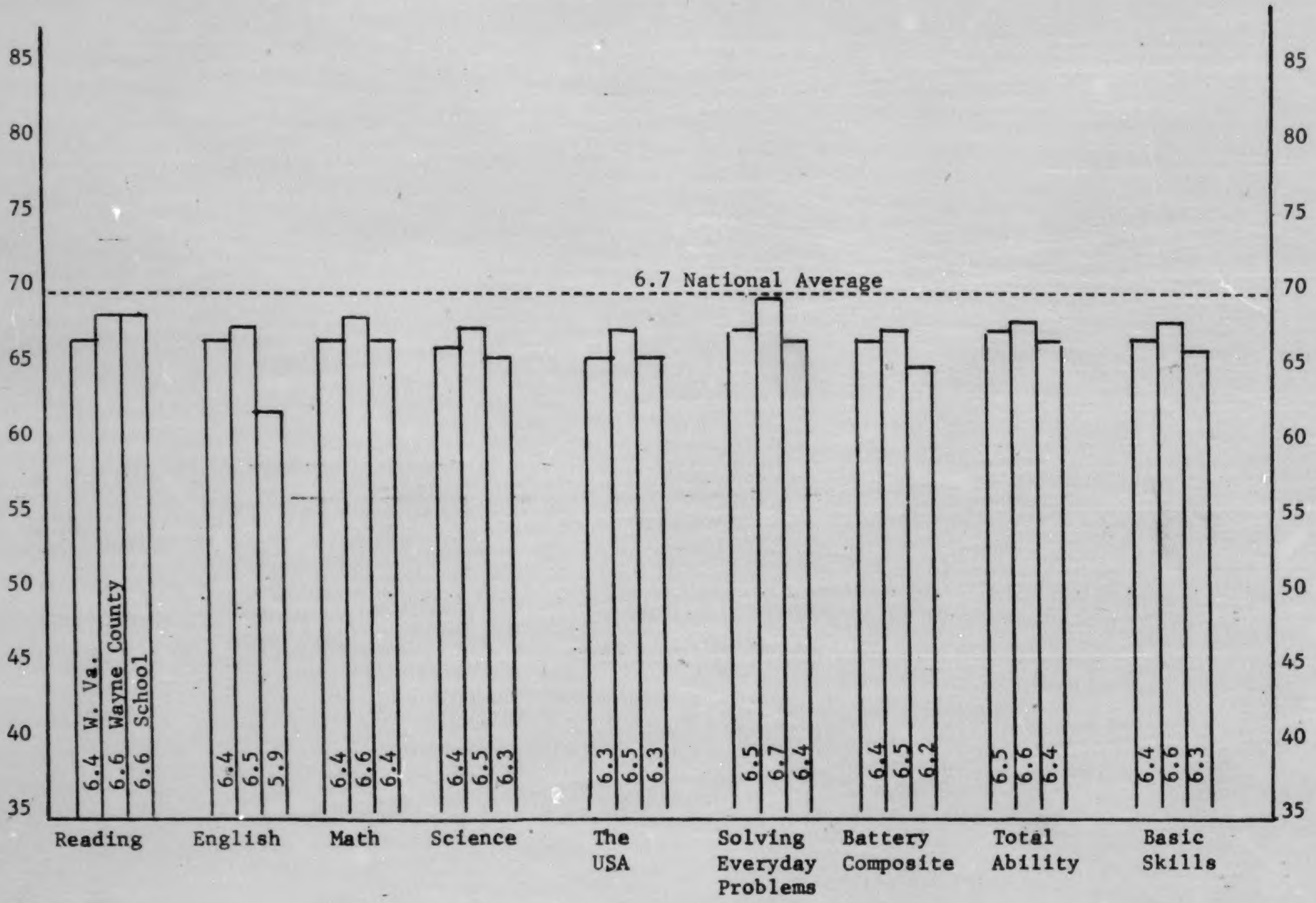
GRAPH 8--WAYNE COUNTY MEAN SCORES, 1972, STS EDUCATIONAL DEVELOPMENT SERIES

Fort Gay Elementary, Grade 3



GRAPH 9--WAYNE COUNTY MEAN SCORES, 1972, STS EDUCATIONAL DEVELOPMENT SERIES

Fort Gay Elementary, Grade 6



SCHOOL AS PERCEIVED BY THE STUDENTS OF FORT GAY-THOMPSON SCHOOLS
SPRING 1973

This section of the report on the Fort Gay-Thompson, West Virginia, schools is based on information provided by pupils, grades 9 through 12, who were asked to report on simple forms what took place the day before during the entire school day, from when they left home for school to bedtime that evening. As one would expect, the replies provide a very crude picture indeed; they do, however, have a character of directness and color that, we believe, has some value to those who are concerned with how students are motivated and what are the emphases of the program in gross terms.

The reports from grades 5 through 8 were given period-by-period analysis; those 9 through 12, analysis to determine how many study periods and work assignments appeared in the schedules, with no attempt made to classify activities, since the course offerings were different for each pupil.

What happens in the school day of grades 5-7?

Limitations of the procedure are indicated in the fact that many children simply wrote "studied spelling" in the space provided for the spelling period, for instance, or "read" for the reading period--rather than stating that they "copied words" or "spelled out loud," or "read to the class by turns," etc. Nevertheless, the results do convey two things to us:

1) A general impression of what the experience of the school day is like to the child in his terms.

2) Assurance that the school day is a planned experience (that fortuities of scheduling have not left some youngsters with "empty" programs--with period after period of study hall, for example).

The Bureau had used the forms in two previous studies in Kentucky Appalachian school districts of cultures somewhat comparable to that of the Fort Gay area. Some comparisons between the results would appear interesting. The table which follows provides such comparisons.

TABLE 4--CATEGORIZED REPORTS OF WHAT PUPILS, GRADES 5-7, DID DURING SCHOOL DAY, FORT GAY AND THOMPSON SCHOOLS VS. TWO KENTUCKY APPALACHIAN SCHOOL DISTRICTS

	Ft. Gay-Thompson Pupils, Grades 5-7		Two Kentucky Appalachian District Pupils, Grades 5-7	
	Number Reports	% of Total Reports	Number Reports	% of Total Reports
Study or read or both	412	32.1	306	24.6
Supervised study or controlled drill or "exercise" (including "workbook")	390	30.4	392	31.5
Class discussion	135	10.5	214	17.2
Writing something	113	8.8	45	3.6
Watched some program or TV or film	87	6.8	98	7.9
Recited--gave report, etc.	63	4.9	90	7.2
Used library	42	3.3	16	1.3
"Nothing"--just "goofed off," etc.	42	3.3	56	4.5
Teacher read or lectured	1	0.0	27	2.2
Totals	1285	100.1	1244	100.0

As may be noted, almost one-third of the school day (on the basis of the readable reports from the youngsters) is spend in study or reading or both. A few reports indicated that the reading was "silent" or "oral," but most reports did not make the distinction. This category out-ranked in emphasis what the Kentucky pupils reported, 32.1% to 24.6%. Both groups, however, reported closely equal emphasis upon supervised study or controlled drill or exercise, 30.4% to 31.5%, although a casual observation is that Fort Gay-Thompson pupils gave the workbook more emphasis in this category than did the Kentucky sample. Class discussion got less emphasis in the Fort Gay-Thompson schools than it did in the Kentucky districts: 10.5% to 17.2%, whereas writing got more emphasis: 8.8% to 3.6%.

The "nothing" category is, of course, of interest to those concerned that the school day be one of some challenge to the pupils. It is reported here for all periods except opening or home-room periods which are obviously all-purpose periods when some pupils are sure to be without anything specific to do except wait. While "nothing" was written in for some class periods (particularly spelling) it appeared more frequently in periods designated as "study hall" or "study period."

By comparison to the Kentucky samples, the pupils of the Fort Gay-Thompson schools reported less idleness. It does appear that the youngsters are kept comparatively busy. (The distinction between being "busy" in an absorbing activity requiring the child to exercize his own creativity and self-direction and one patterned for him by the teacher or a workbook is obviously important. The reports did not, however, provide information necessary to make such a distinction between the two kinds of "busyness." They do justify the observation that, for grades 5 through 7, the day seems rather full.)

A general impression, impossible to objectify, is that the reports made by the pupils indicate that school is a "taken for granted" routine which absorbs them in a matter-of-fact way: school being neither the "adventure in learning" which one would ideally hope it might be nor something against which the young spirit rebels. The low number of "nothing" or "just goofed off" reports suggests general acceptance of the pupil's role in the school. On the other hand, the absence of any reports of "first time" experiences or exciting events is a disappointment for those who would like to see children excited about learning.

How full is the school day for students of Fort Gay Grades 9-12?

One purpose of the survey of activities of the school day as perceived by the students was to check the possibility that by some fortuity of scheduling some students were actually operating on incomplete schedules which left them "empty" for substantial portions of the day.* It is clear from the reports that no such condition exists--that, except for some students released early for work assignments, the school day is rather fully scheduled for Fort Gay High School students. Here is a tabulation which illustrates the point.

TABLE 5--REPORTS OF STUDY HALLS, WORK ASSIGNMENTS, AND REPORTS OF "NOTHING" (DURING STUDY HALL OR CLASS TIME) BY FORT GAY STUDENTS, GRADES 9-12

	Grades					
	8	9	10	11	12	Total
Study halls reported:						
None (0)	0	0	0	0	15	15
One (1)	32	15	13	18	23	101
Two (2)	0	0	0	1	7	8
Study hall/P.E.	2	0	13	3	0	18
Work: Leaving school early	0	0	1	0	8	9
Work during or after school (NYC, etc.)	2	10	6	11	6	35
Work at home	31	13	22	23	9	98
Did homework	55	22	51	36	35	199
"Nothing" reports--during class or study hall	9	0	2	10	4	25
No activity listed in some periods	2	4	5	2	8	21
Total reports	133	64	113	104	115	529

*In one study the Bureau uncovered the fact that, through some accident of scheduling, half the boys in a school were in study hall half their school day--something the staff had not realized.

As the table above shows, few students have more than one study hall, and only juniors and seniors are permitted to leave early for work--and work may reasonably be assumed to be a valuable experience. (Note that the number reporting that they worked at home declined toward the 12th grade.) Again, the reports of "nothing" were comparatively few. For instance, in the previous studies in two Kentucky Appalachian districts somewhat comparable to Ft. Gay, the Bureau of School Service found that of a sampling of 119 high school students of grades 9-11, there were 45 reports of "nothing" in the schedule whereas in Ft. Gay, the entire grade 8-12 group, of 292 who reported, indicated "nothing" only 25 times.

Summary observations

By the only comparison available, so far as the Bureau is informed, the Fort Gay and Thompson School students, both elementary and high, generally seem to have a rather completely scheduled school day with something going on in each period. This statement is not meant to suggest that all students are kept busy all of the time, or that what they do is exciting or challenging. Unfortunately, the quality of what goes on in the schedule could not well be judged by the reports provided by the students. In the elementary schools, reading, supervised study and writing (including considerable use of workbooks) appear to get major emphasis--in comparison to the Kentucky samples, less emphasis upon discussion and recitation. It is a matter of judgment whether or not these emphases are well placed, considering pupil needs and backgrounds. Offhand, the emphasis upon language development, writing for instance, would appear well placed, considering the provincial character to the population.* Whether or not the strategies (use of workbooks, for instance) for operationalizing such emphases are appropriate is a question not answered in this part of the study.

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*We would not disparage the language patterns of the community; they represent a bonafide language, as valid as any other language. When a youngster uses the word "hoped" for "helped," or writes "I done" for "I did," he is not making a mistake; he is expressing himself in a mode appropriate to his own culture--which is as much to be respected as any other culture. If, however, he is to adapt to the broader culture of the nation, he needs to know the patterns of that larger culture and learn to talk and write its language.

THE CHALLENGE OF THE FT. GAY HIGH SCHOOL PROGRAM

Spring 1973

A report of responses of seniors to questions regarding the quality of assignments they had had during their high school careers.

This study (part of the broader evaluation of the Fort Gay Schools) was aimed at obtaining from senior students at Fort Gay High School their impressions of the character and quality of the assignments they had been given during their years as high school students. Assumptions were that:

1) Assignments should stimulate the student's personal development, should "stretch" him and give him some sense of achievement.
2) Assignments should vary, to represent the variety of "assignments" which life demands of people outside of school.
3) Assignments which fit one student would not necessarily fit another.
4) Judgments made by students of their assignments are not always valid in terms of the purposes teachers may have for making the assignments; nevertheless, student perceptions should be given reasonable consideration.
5) An assignment challenges a student to the degree that it is difficult, but not too difficult for him to achieve in some satisfying degree.

Most challenging versus greatest-waste assignments?

The students were asked to describe briefly the assignment which had challenged them the most, taught them the most, and given them the greatest feeling of pride since they had been in high school. Their responses are tabulated:

Assignment	Number
Term ("research") paper	18
Auto-mechanics (overhauling an engine)	4
Speech	3
Musical production	3
Business law decision report	3
Home economics project	2
Military service draft	2
None	2
Algebra	1
Art	1
Biology project	1
Bookkeeping assignment	1
Broadcasting log	1
English	1
Football	1
Shorthand	1
Welding	1

Obviously, the term paper ranks high as an experience which generates challenge and pride in accomplishment for students.

Before one judges the term paper too generously, it should be noted that its value is questionable for some students, at least as they judge.

Students were asked to describe briefly an assignment which represented, from their viewpoint, the greatest waste of time. Here were their responses:

Assignment	Number
Term paper	11
Ungraded or unevaluated assignments	5
Outlining in history	5
English reading and book reports	4
English and English grammar	3
Survey of previous year's graduates	3
None or no reply	3
Army	2
Art assignments	2
Writing autobiography	2
Chorus	1
Poetry evaluation	1
Pointless problem	1
Leaf-gathering	1
Shorthand	1
World geography assignment	1

Initial attitudes toward assignments?

It is generally assumed that the initial attitude a student has toward an assignment affects the outcome. If the "race" he is to run is one he faces eagerly, or even with a mixture of eagerness and anxiety, he is more likely to perform well than if he dreads or fears or sees no point to the assignment. Accordingly, the students were asked to report their beforehand feelings regarding both kinds of assignments; the one which was the most challenge and the one which was the greatest waste. The responses were:

	For the Most Challenging Assignment	For the Greatest-Waste Assignment
Enthusiastic	25	7
"Just another assignment"	5	9
Uneasy at the prospect	9	1
Disliked the whole idea	7	26
No response	0	3

A significant difference in the attitudes is obvious in the above data. The challenging assignment tapped the initial enthusiasm of the student; the opposite was true of the greatest-waste assignment. It is to be noted, however, that such is not always the case. Some assignments initially disliked became a challenge; some initially liked turned out a waste.

A similar observation could be applied by comparing the kinds of assignments students named as being a challenge to those they reported as a waste: The term paper headed both lists, though rather clearly a winner over itself as a challenge as compared to a waste (18 to 11). There is great significance to the teacher in the fact that what challenges one student may defeat another; it suggests the model that teaching is best when it strikes a balance between over-guiding and under-guiding the student. The teacher who "pushes the student in over his depth" may teach him to "swim"--to achieve, to develop self confidence, to learn to use his own resources; or, conversely, he may "drown" him--may break any confidence he has in himself, may make him dread and dislike the subject, or reinforce his dependency upon others or the teacher. The wise teacher judges each student and guides (or helps, or encourages) just enough but not too much.

Characteristics of two different assignments?

The students were asked to classify the two kinds of assignments in terms of their explicit-versus-general quality, the results showing that the challenging assignment gave the student more latitude for use of his own judgment and following his own interest, whereas the greatest-waste assignment was more often classified as the more explicit. Asked to classify the assignments into the three categories below, the responses were:*

Characteristics	Challenging Assignment	Greatest-Waste Assignment
Do-it-this-way type	18	25
Clear problem type	22	12
Exploration type	30	12

By length of time allowed for the assignment, the tendency was for students to report the challenging type as either medium or long-range; whereas the greatest waste assignment was more frequently called short or medium. Here is the tabulation:

Characteristics	Challenging Assignment	Greatest-Waste Assignment
Due-at-once type	13	17
Medium range (a week to less than term)	27	21
Long range (any time before end of term)	24	10

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*Some students characterized each assignment in more than one category.

Again, it is obvious that all students do not respond alike to assignments, though the medium and long-term assignments appear to be more challenging.

The teacher's role in determining whether or not an assignment will be a challenge or be wasteful is not so clear, though the teacher's being available as needed does appear to be related to its challenge, more than to its wastefulness. The tabulations were:

Character according to Teacher's role	Challenging Assignment	Greatest Waste Assignment
Teacher-directed type (teacher explicit and exact in specifying each step of study)	21	15
Teacher-a-close-prompter type	19	19
Teacher available if needed type	24	12
Left-on-your-own type	15	22

This table must be interpreted with some restraint, for the differences among the figures in the various categories are so small that they may well be regarded as "accidental." It does appear likely that the teacher-available-if-needed type is more supportive of the assignment's becoming a challenge whereas the left-on-your-own student appears more likely to be "overcome" by his assignment. Again, the proper balance of help to the student seems crucial.

After-the-fact judgments of assignments?

It seems "psychologically sound" to note the possibility that the attention given the assignment after it is done has much to do with the student's judgment of its value. (When one "gets burned" on an experience, he learns not to repeat it; if he dares something and gets fulfilling results, he learns to repeat it.)

Students were asked to report what happened to the two different kinds of assignments after they were delivered. The responses were:

Results of delivery of Assignment	Challenging Assignment	Greatest Waste Assignment
Never got a grade for the job and never found out what the teacher thought of it	6	32
Teacher returned your work with a grade on it or told you grade, but nothing more	13	29
Teacher displayed or reported work so others would know of it, or used it as an example before class	24	15
Teacher wrote on your paper or conferred with you about specific strengths or weaknesses in the job you had done and tried to help you see what you had done right or done wrong	39	6

The relationship between how much the teacher prized the student's effort and how much the student felt the challenge of the assignment is clearly expressed in the above table; the student obviously feels that running a race with no one looking or caring is an empty experience.

How did students work on assignments?

Students were asked to report how they worked on the two different assignments, in terms of how much they got help from others or worked alone. Here are the responses:

How Student Worked	Challenging Assignment	Greatest-Waste Assignment
Worked alone	26	17
Got suggestions but not directions from others	15	20
Worked as part of committee or "team," but each got credit separately	21	11
Worked as part of group or "team" and all shared in credit or blame for results	19	17

Again, implications of results are not very clear, though a plurality of challenging assignments were reported as having been done by the student working alone.

How pressing were assignments?

One section of the interview schedule used in the study was aimed at getting some measure of how "intense" the school program was as perceived by the individual student. The aim was to get answers to such questions as these: Does the program press students unduly--

to produce a "rat race" in which there is no time to relish zestful experiences which the school should provide for youth? Or does it simply let the student drift, with little challenge or purpose, the day empty of much that is satisfying now or in the future? Or is it "just right": stimulating but not demanding too much, the student urged on but not harried to distraction. The "ideal" implied here is to have the student placed "on his nettle" but not to make life one round of emergencies. The assumption is that the student should have experience in being forced to "rise to the occasion" but also that he needs time to integrate his learnings and make sense out of his experiences as he goes along.

Students were asked to indicate pressure upon them for school work by checking in categories reported as follows:

7 checked: "Really too easy--and the school day is too long and boring because I am not really busy much of the time."

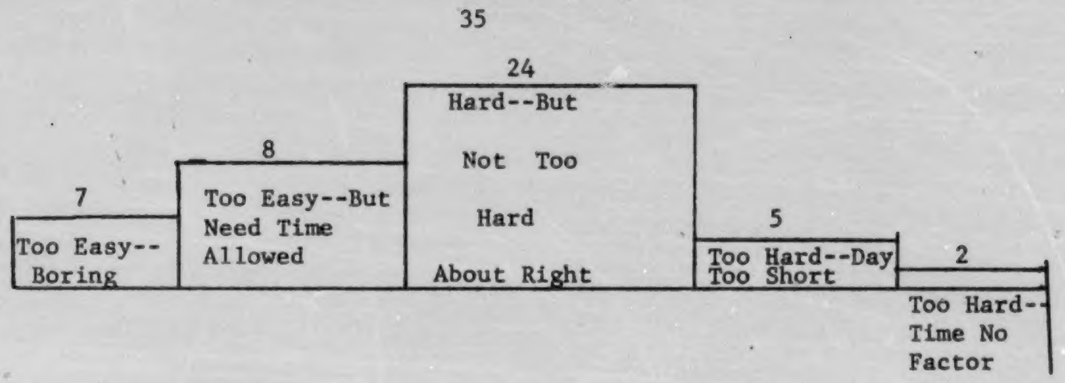
8 checked: "Too easy--but there is so much of it that although I am bored, I need all the time I have to get it done."

24 checked: "Hard, but not too hard--and the time allowed me is about right."

5 checked: "Too hard--so I need more time and the school day is usually too short for me to get everything done as I would like."

2 checked: "Too hard--and giving me more time would not make much difference because I could not do it anyway."

A graph of these responses would look thus:



While the program appears to be applying about the right "pressure" for most students, it is obviously not involving many with any unpleasant intensity--more finding it too easy tnan too difficult.

It may be worth suggesting that youth are not always ready to express their value for school;it has long been a characteristic of youth culture to complain that school is both hard and boring; it is not popular for most students among their peers to declare deep concern for academic achievement or recommend "more of it." It must be noted, however, that the respondents were nearing their high school graduation and that an appeal had been made to them to respond in terms which would help improve the program though improvements would not affect them.

In any case, another question, aimed at the same measurment, was used. This one was asked on the assumption that the time of the interview would be a reasonably typical sample of their experience any other school day. They were asked to check descriptions of their positions relative to class assignments at the time of the interviews. Their responses did indicate that, at least as of then, they were not being pressed. They indicated that in their class assignments at the moment, they were:

13--well ahead in everything and no worry about keeping up.

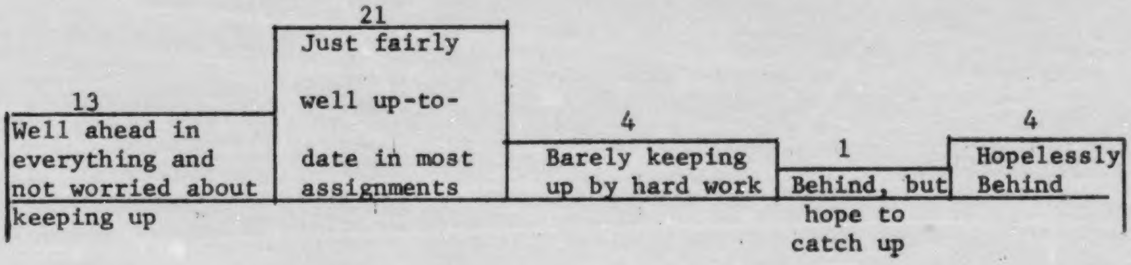
21--just fairly well up-to-date in most assignments.

4--barely keeping up by working pretty hard.

1--getting desperately behind but hope to catch up by hard work and some luck.

4--hopelessly behind--will never catch up.

A graph of these responses looks so:



Again, the pace seemed about right for most of them, but a sizeable group reported they were well ahead and felt no pressure, while only a few found it difficult to keep up. It would appear that some students are not being "stretched" by the responsibilities the school places upon them--though a few do appear to be more than "stretched." It seems likely that the school provides a reasonable pace for the great number; it seems likely also, however, that there are more who are being allowed to drift lazily than there are who are being pressed unduly.

Did college-bound students differ from others?

There were some slight differences, as might be expected, between the responses of those who indicated they anticipated going on to college and those who did not. (Only 10 of the 46 who provided responses were in this group.)

Eight of the ten selected the term paper as the most challenging assignment--whereas only ten of the 36 who had not indicated they might go to college named the term paper. There are apparently, however, term papers and term papers. Four of the ten in the college-anticipating group who named the term paper as most challenging also named "term paper" as their greatest-waste assignment, two of them explaining that it repeated what they had already learned to do. It does appear reasonable to assume that the "research" paper, which is one of the experiences presumed to be most demanding of the skills required for college success, is more likely to challenge the academically inclined, at least the first time, than it is others.

It would follow that review should be made of the "repertoire" of assignments the program provides to consider whether or not it has a broad enough range of different kinds of assignments to challenge not only the non-college-oriented students but to provide more varied experiences for the college prospects. Two of the non-college-oriented group who had named a term paper as the most challenge also listed another term paper as the greatest waste of time--further reinforcing the idea that a wider repertoire of medium- and long-range assignments may be needed to stimulate students to broader growth.

Are the college-oriented challenged more, or less, than are others? Some hint of the answers, it was thought, might emerge from examination of the responses regarding pressures on students generally. Actually, however, no clear differences emerged.

Here is how they "stack up" in their responses to the "pressure" questions:

	College Oriented	Non-College Oriented
Really too easy	1	6
Too easy, but too much of the work	3	5
Hard, but not too hard	3	21
Too hard--time too short	2	3
Too hard--hopeless	1	1
Number in group	10	36

A chi-square test for differences in the two patterns shows that the pressures as perceived by the college-oriented group do not differ significantly from those perceived by the others, though it is generally assumed that the college-oriented student is more likely than the other to be more highly motivated academically.

So what?

The senior group is comparatively small so that generalizations about them are at best hazardous. It appears, however, that the English department has provided the greatest proportion of the assignments which have challenged students--but also a sizeable plurality of those which are viewed by the student as a wasted experience, partly because they (the "research" paper) repeat some of the same experiences "used up" already.

It would seem, therefore, that teachers need to provide more variety in the way of longer-range and larger-magnitude projects for individual students, projects which do "stretch" the students' abilities in various ways--even as life challenges in various ways. An automechanic's assignment--to overhaul an engine--drew the "challenge" for four boys. A course in business law, which appears to have required the student to make some kinds of choices in arriving at a decision (called "business law decision") provided an assignment which three credited as a challenge, as did some speech assignments and a musical performance which must have involved some creativity and organizational skill in its production.

Now these kinds of assignments, which differ in many ways from each other and from the "research" paper, are alike in that they appear to have absorbed the student in something which, for a time, kept him "on his mettle." Such experience fosters self-confidence, resourcefulness, creativity, responsibility, and tenacity of purpose, qualities which are at a premium whether one be a scholar or a plumber. The need appears to be here that teachers in all subject areas seek to enlarge the repertoire of assignments to generate student development in such ways--including the English department which, more than others, currently appears to be challenging, with, primarily, one kind of assignment, the "research" paper. (The "research" paper, by the way, is very versatile, and certainly could be used by other departments with latitude to permit the student to make many choices, including the topic, for himself.) The variety should include opportunities for the student to use his own imagination in use of his hands and senses, as well as his cognitive powers, to work with others both in leading and in following, in executing imposed as well as self-chosen tasks, in planning, and in feeling the weight of responsibility and blame--for these are experiecnes which tax the student's capacity to cope with life in school and out. Some challenging assignments are more appropriate in certain subject areas than in others, but all departments have possibilities for enlarging the repertoire of roles in which the student may be cast, roles relevant to his real life needs and, often, his immediate interests. There is a need, therefore, that each department counsel together in planning assignments (projects, programs, exhibits, demonstrations, experiments, investigations, position papers, reports, models, clothing making, art or music compositions, surveys, specimen collections, creative writings and dramatic or speech presentations of various sorts). The radio broadcast facilities open many possibilities, and the emphasis which appears to be given music--i.e., the musicale which seniors reported--offer opportunities. Also "team" and committee assignments, which help the student to get along with others under the stress of the imperfections which characterize human organization, should not be overlooked. Some of such assignments as these, obviously, are already being provided.

THE STAFFS OF THE FORT GAY-THOMPSON SCHOOLS

What is the composition of the staff?

The professional staff of the three schools of Fort Gay consists of 62 individuals ranging in age from their early 20's to their mid-60's and in experience from one year to 41 years. Professional preparation and personal background vary over a wide range, making it unwise to attempt to form any broad generalizations about the group as an entity. Table 1 illustrates the various categories of instructional and professional personnel in the three schools. There are no magic formulae for determining the ideal composition of a professional staff, but imbalances in some areas can often cause serious problems in the staffing of schools.

TABLE 1--DISTRIBUTION OF INSTRUCTIONAL PERSONNEL IN FORT GAY SCHOOLS

Position	Number
Principal	3
Assistant Principal	1
Regular Elementary Teachers	27
Regular Secondary Teachers	20
Special Education Teachers	3
Vocational Education Teachers	4
Guidance Counselor	1
Librarian	1
Driver Education Teachers	2

Source: Office of Superintendent, Wayne County, West Virginia.

Sex distribution?

It has been characteristic of American schools to have an imbalance of female over male teachers, especially at the elementary school level. In the primary grades, the "mother touch" of the female is probably desirable; but as children grow, they need a balance of relationships with teachers of each sex. Boys and girls, at the upper elementary and secondary levels, require contact with both men and women as they develop their own perceptions of behavior, personality characteristics and interests. Boys, especially, need a male model to emulate if they are to develop positive attitudes toward school.

During the past four years, the women teachers have outnumbered men teachers by approximately 9 to 1 at Fort Gay Elementary and Thompson Elementary schools. The balance between men and women at Fort Gay High School has been adequate during the same period with approximately a 50-50 ratio of male and female teachers. Steps should be taken to see that more well-qualified men are employed to teach at the two elementary schools.

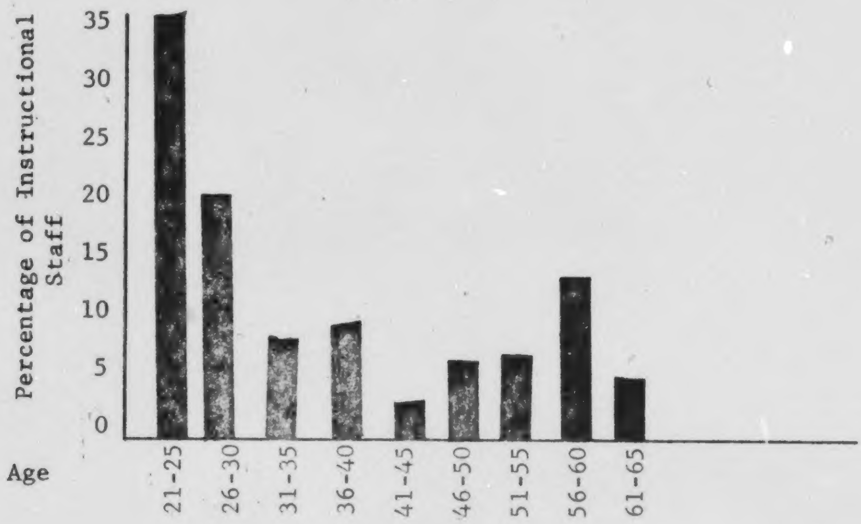
Age distribution?

Though age may not be a significant factor in teaching competence any more than it is a factor in competence in any other profession, problems may arise related to the minimum and maximum ages at which one may enter and must leave teaching.

Even more important than age, per se, is the distribution of ages within the teaching staff. Problems of program stability and continuity are dependent upon balance within the teaching staff. The optimally desirable condition is to see approximately the same percentage of teachers at each of the major age levels within the school system. Then, a relatively smooth and continuous flow of teachers through the school system exists, and recruitment, placement, in-service development and retirement procedures can be accomplished on a better balanced basis with less deleterious influences upon the instructional program.

The age distribution of personnel in the Fort Gay schools presented in Chart 1 clearly illustrates that two rather distinct groups constitute the bulk of the professional staff. The larger group might be characterized by youth, relatively little professional experience and a short-term commitment to the school system. The second group might be viewed as somewhat more mature and more likely to have family ties in the region, considerable experience in the local schools and expectations of continuing as teachers in Wayne County until retirement.

CHART 1--AGES OF PROFESSIONAL STAFF



Fully 50 percent of the staff are under 30 years of age, 15 percent are between 30 and 40, and 35 percent are over 40. Thus, the professional staff of the Fort Gay schools would be seen as exceptionally young on the whole even though there is a considerable number of teachers (approximately 20 percent) within 10 years of retirement.

The shortage of men teachers at the upper age levels indicates that few males commit themselves to a career in the Fort Gay schools. Over 85 percent of the male teachers in the three schools are under 40 years of age. This suggests that young men may find local salaries, working conditions, or the opportunities for advancement inadequate and either leave the profession or move to a new system at a time when they may be nearing their full professional potential.

Staff stability?

The quality of the educational program of a school system can often be measured in terms of the percentage of teachers leaving the school system annually. When the turnover in teacher assignment is large an inevitable by-product is a loss in over-all quality of the instructional program, regardless of the central core of competent and dedicated teachers who choose to remain in the schools.

Data from the central office of Wayne County schools indicate that over the past three years there has been a developing trend of higher teacher turnover in the Fort Gay schools. The attrition rate of teachers for the three schools has risen from 11.8% at the beginning of the 1970-71 school year to 27.4% the next year and to 32.7% for the 1972-73 academic year. The following table illustrates teacher turnover for the past three years for each school:

TABLE 2--NUMBER AND PERCENTAGE OF TEACHERS EMPLOYED IN PREVIOUS YEAR WHO DID NOT RETURN FOR THE YEAR INDICATED

	Fort Gay Elem.		Thompson Elem.		Fort Gay H. S.		Total	
	No.	%	No.	%	No.	%	No.	%
1970-71	2	12.5	1	14.3	3	11.1	6	11.8
1971-72	4	25.0	3	37.5	7	25.9	14	27.4
1972-73	7	35.0	3	33.3	9	30.3	19	32.7

Though a certain amount of turnover is to be expected, and is in some instances desirable, there seems to be a trend developing in the schools of Fort Gay that threatens the stability and continuity of the instructional program. It seems imperative, then, that the Wayne County Schools plan selection and retention policies which will reduce sharply the turnover of professional personnel.

Professional preparation?

Though there exists no easy system for identifying and measuring professional competency in education, professional preparation of a teaching staff provides to some extent a quantitative measure of overall quality. One must bear in mind, however, that the professional preparation of an individual teacher--whether high or low--in no way guarantees the performance of that teacher. For overall instructional evaluation, however, these criteria serve as relatively accurate indications of the competence of the teaching staff.

Data on the educational backgrounds of Fort Gay teachers were obtained from personnel records in the office of the assistant superintendent. It can be seen from Table 3 that a majority (74%) of the teachers hold a bachelor's degree, while 12.5% hold a master's degree or above. Five teachers hold less than a bachelor's degree. Two of the five, however, have taught for 35 and 41 years respectively, and the remaining three are currently working toward completion of course work for a bachelor's degree.

TABLE 3--PROFESSIONAL PREPARATION OF TEACHERS IN THE FORT GAY-THOMPSON SCHOOLS

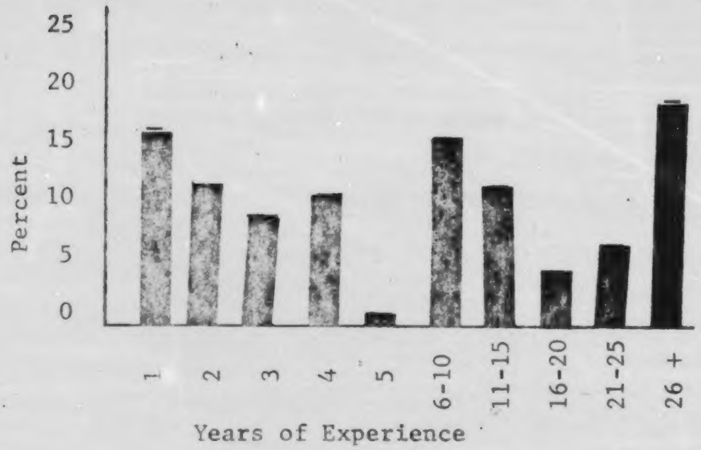
Level of Training	Number	Percent
Doctors Degree	0	0.0
Masters Degree + 30 hours	3	4.84
Masters Degree	5	8.06
Bachelors Degree	46	74.20
Less than Bachelors Degree	5	8.06
Other (trade and industrial certificate based on exper.)	3	4.84
Total	62	100.00

Teaching experience?

Information regarding the number of years of teaching experience held by the professional staff of the Fort Gay schools was obtained from a questionnaire submitted to the teachers. The percentage of teachers indicating given number of years experience is presented in Chart 2.

A school system should attempt to provide a balance of experienced and inexperienced teachers by providing a steady influx of new teachers just entering the profession into the ranks of an established cadre of experienced career teachers.

CHART 2--YEARS OF PROFESSIONAL EXPERIENCE OF THE STAFF OF THE FORT GAY SCHOOLS



The data in Chart 2 indicate a reasonable balance between experienced and inexperienced teachers in the Fort Gay schools. Some consideration should be given, however, for increasing the holding power of the school system, for even though approximately 42 percent of the staff have more than 10 years of teaching experience, 60 percent of that number are very near retirement age and will have to be replaced within the next few years.

Are assignments appropriate?

The level and degree of professional study alone do not predict and guarantee teaching success. If improperly placed and utilized, even the best-prepared teacher may produce negligible or even negative results. Therefore, it was necessary to secure data which indicate whether teachers in the Fort Gay schools are given teaching assignments within the area of their major professional preparation. Table 4 reports data on the assignments of elementary and secondary school teachers in relation to their major undergraduate program of preparation.

TABLE 4--TEACHING ASSIGNMENT OF FORT GAY TEACHERS AS RELATED TO COLLEGE MAJOR

	Elementary Teachers			Secondary Teachers		
	No. Responding	Assignment in major area		No. Responding	Assignment in major area	
		Yes	No		Yes	No
Agricultural Educ.				1	1	
Art				1	1	
Biology				2	2	
Business Educ.	1		1	2	2	
Early Childhood Educ.	2	2				
Elementary Educ.	13	13		2		2
English	1		1	3	2	1
Geography	1		1	1	1	
Health/P.E.	2		2	1	1	
Home Economics	1		1			
Library Science				1	1	
Mathematics				3	3	
Music Educ.	1	1		2	2	
Physical Science				1	1	
Social Studies	1		1	2	2	
Spanish				1		1
Special Educ.	1	1				
Vocational Home Ec.				1		1

These data indicate that some teachers are inappropriately assigned, especially in the two elementary schools. According to records in the office of the superintendent, however, all teachers are certified in the subjects in which they are teaching, although they may not be teaching in their major field.

Professional association membership?

One measure of the initiative and dedication of teachers that indicates the degree to which they assume responsibility and leadership, is indicated by affiliation with professional associations to advance the cause and quality of teaching. Since professional associations assist members to become better qualified, to broaden their attitudes and understandings of basic teaching principles, the teacher who becomes an active member of a professional association is more likely to become an exceptional teacher than is the one who makes no professional associational affiliation.

Table 5 illustrates the professional association membership of the Fort Gay teachers.

TABLE 5--MEMBERSHIP OF FORT GAY TEACHERS IN PROFESSIONAL EDUCATION ASSOCIATIONS 1972-73

Professional Association	Number	Percent
National Education Association	27	54
West Va. Education Association	35	70
CTA	8	16
WCEA	6	12
ACT	7	14
Other, Misc.	12	24

Number responding = 50.

The data reveal a substantial deficiency of teachers in the Fort Gay schools in regard to professional association membership. Only 70 percent of those responding are affiliated with their state association; while only 54 percent maintain membership in the national professional association. These extremely low percentages of participation and membership reveal a regretable lack of professional concern on the part of the teachers in the Fort Gay schools.

Teacher load?

Regular class teachers in the Fort Gay schools report class sizes from 8 to 40 pupils, but class size is typically from 23 to 27. Total enrollment for regular teachers in the departmentalized programs ranged from 95 to 180, with the typical class load being in the range of 133-138. Regular elementary teachers report class sizes from 15 to 35 with the typical class size ranging from 24 to 28. Class size in the Fort Gay schools does not seem to present a major problem at the present time.

The length of the work week for teachers is frequently cited as being substantially more than the compulsory time spent in the school setting. Teachers in the Fort Gay schools report a median number of hours devoted to school responsibilities in the range of 50-54 hours. Table 6 illustrates the number of hours spent by professional personnel on school responsibilities.

It has been the trend in recent years for teachers to be given some period of time during the day when they are free from pupil responsibilities in order that they may plan lessons, secure materials, etc. The teachers in the Fort Gay High School have such a planning period in their schedule, but the elementary school teachers in Fort Gay schools have no such time for planning. This is a deficiency which should be corrected at the earliest opportunity.

TABLE 6--RESPONSE OF PROFESSIONAL PERSONNEL ON NUMBER OF HOURS SPENT PER WEEK ON SCHOOL RESPONSIBILITIES

Hours	Number	Percent
40-44	12	21.4
45-49	13	23.2
50-54	14	25.0
55-59	5	8.9
60-64	9	16.1
65-69	2	3.6
70-74	1	1.8
75-79	0	0.0
No. responding	56	100.0

Support personnel?

The teachers in the three schools were asked, "To what extent are the services of the following support personnel available to you in your work?" Their answers are tabulated in Table 7.

It can be seen that most teachers feel that supervising support personnel are adequate as are remedial reading and speech specialists. The availability of visiting teachers and social workers was viewed by most teachers as non-existent. There was some disagreement concerning other services. The disparity in consensus concerning the availability of guidance counselors and school librarians is primarily because of the lack of each of these services in the elementary schools.

TABLE 7--RATING BY FORT GAY TEACHERS OF SERVICES OF SUPPORT PERSONNEL

	Non-Existent	Poor	Adequ[illegible]
Elem. or Sec. Supervisors	3	4	43
Subject Area Supervisors	2	5	41
Guidance Counselors	20	1	26
School Psychologist	14	17	18
Visiting Teacher	36	5	4
School Social Worker	24	11	9
School Nurse	19	10	18
School Librarian	20	1	25
Remedial Reading Specialist	1	3	44
Speech Therapist	10	7	33

The responses of teachers indicate a need for visiting teacher and social worker services for the local schools. Provision should be made for librarians at the elementary schools on either a part-time or full-time basis and guidance services should be extended downward into the elementary grades.

Salaries?

The salary schedule for teachers in the Fort Gay schools is based on 10 levels of training ranging from a third-class permit to a masters degree plus 30 semester hours. Increment steps for degree teachers range from a maximum of 13 for teachers with a bachelors degree to 19 for those possessing an MA + 30. The monthly entry salary for teachers with a bachelor's degree was $641.90 during the 1972-73 school year, and $705.70 for first-year teachers with a master's degree.

Increments from one level of experience to the next are $129 yearly for every classification level.

The average annual teacher's salary in the three schools is $7,059. This compares with an average salary of $8,183 for the State of West Virginia as a whole and a national average salary of $10,114.

Several improvements should be made in the Fort Gay salary schedule if the schools are to attract and retain the career teachers necessary to operate a quality educational program. Entry salaries must be increased to make possible the recruitment of top prospects from teacher training institutions. Adjustment in entry salaries and salary increments are critical if more men teachers are to be employed. Advanced training should be given greater recognition in salary determination. Increments for work beyond the bachelor's degree must be large enough to make advanced training an alternative to non-school employment as a means of meeting family financial obligations. Such increments are necessary if the Fort Gay schools are to retain a larger percentage of staff members with leadership potential.

Insurance and other benefits?

Sick leave in the Wayne County School is earned at the rate of 15 days per year and is accumulative to 60 days.

Regulations concerning maternity leave require only that a statement from a physician be presented by the teacher indicating the date at which the doctor recommends that leave begin. The teacher may also return to her duty upon presenting a statement by her doctor.

A teacher may take a leave of absence for advanced study, ill health, etc., without pay, for not more than one year nor less than one semester.

All instructional personnel are required to become members of the State Teacher Retirement System. A percentage of the teacher's salary matched by an equal amount by the state is contributed regularly to the retirement fund. Employees also contribute to Social Security and the amount paid in is matched by the Board of Education. Retirement is determined by a combination of age and experience.

Hospitalization insurance is provided for employees through a combination of state financed and employee financed premiums. Teachers are also covered by the Workmen's Compensation program.

Major recommendations?

1) An intensive effort should be made to employ more male teachers at the elementary level. The deficiency of male teachers in the two elementary schools is critical and should be corrected.
2) Consideration should be given to developing ways of increasing the holding power of the school system in regard to the professional staff. The gap between experienced and less experienced teachers is toc great at the present time.
3) A career salary schedule should be developed to induce male teachers to remain in the Fort Gay schools. At the present time, there is a shortage of experienced male teachers in the three schools.
4) A balanced staff of specialized supporting personnel should be created, and teachers should be trained to use them effectively. There is, at the present, some disagreement among teachers as to the availability and effectiveness of support personnel.

5) The salary schedule should be adjusted to provide:
    a) An entry salary that would allow Fort Gay schools to compete more effectively for beginning male teachers who might be expected to become career teachers in the system.
    b) Salary increments that enhance the holding power of the schools and encourage professional improvement upon the part of teachers.
    c) Elimination as soon as practicable of the five "permit" levels of the current salary schedule. Efforts should be undertaken to hire only teachers with a bachelor's degree at the minimum.

6) A planned program of paid sabbatical leaves should be established to stimulate the educational advancement of the professional staff.

7) A committee of teachers, administrators, and board members should be established to review the entire program of fringe benefits and to recommend such changes as seem desirable. Group life insurance, health and accident insurance, annuities, and other programs should all be given fresh consideration as factors which would make the Fort Gay schools more attractive to career teachers.

8) Participation in professional organizations should be encouraged. The seeming lack of concern upon the part of some teachers inhibits professional improvement and contributes to apathy within the teaching ranks.

9) Each teacher should have, as a part of his professional assignment, one period during the day when he is relieved of responsibilities for pupils. Time should be allowed for preparation, evaluation, planning and conferring with pupils, teachers and parents outside the regular class setting.

10) Care should be taken in the assignment of teachers in regard to their academic preparation. Steps should be taken to assign teachers to teach in the area of their primary specialization.

These recommendations reflect the status of the staffs of the three schools as perceived by the study team as of spring 1973. They provide baseline information in terms of what the team perceived to be needs at that time.

STAFF PERCEPTIONS OF PUPIL NEEDS

Analysis of Responses of Teachers to the Basic Needs Survey

The Basic Needs Survey instrument consists of three parts: (1) a listing of 55 school-related needs divided into six categories (instructional material needs, non-instructional service needs, school organizational needs, curriculum needs, physical facility and equipment needs, and community relations needs) (2) a listing of the six categories of basic needs which the respondent is asked to use in evaluating the adequacy of his school program.

Responses of Teachers to Part I, Basic Needs Survey

Tables 1-2 display the response data of the teachers of the three schools involved in the study. Figure 1, following the tabled data, presents profiles of these responses in one dimension: "Need More Attention." The two groups compared in Figure 1, elementary and secondary teachers, show considerable agreement in their perceptions of basic school needs. This apparent agreement begins to become obscured, however, when the respondents were forced to rank-order the six categories of needs in Part II.

Responses of Teachers to Part II, Basic Needs Survey

Table 3 shows the composite rank-order by each group of teachers in the study. The agreement which was so apparent in the Part I data held for only one category: "Need for more adequate buildings and/or equipment," which was ranked first among the six categories. Spearman rank-order coefficients derived from the total ranking were, in fact, well below the customary level of statistical significance (.05) as shown below the ranking.

TABLE 1--BASIC NEEDS STUDY

Elementary Teachers

	Fort Gay N = 19						Thompson N = 6						Total N = 25					
	Less		Present		More		Less		Present		More		Less		Present		More	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Need for library books and reference materials	2	10.5	10	52.6	7	36.8	1	16.7	4	66.7	1	16.7	3	12.0	14	56.0	8	32.0
2. Need for newspapers and magazines	1	5.3	8	42.1	9	47.4	2	33.3	3	50.0	1	16.7	3	12.0	11	44.0	10	40.0
3. Need for films and filmstrips	1	5.3	9	47.4	8	42.1	1	16.7	3	50.0	2	33.3	2	8.0	12	48.0	10	40.0
4. Need for supplementary textbooks	1	5.3	12	63.2	6	31.6	0	0.0	5	83.3	8	16.7	1	4.0	17	68.0	7	28.0
5. Need for physical models of human anatomy, animal life, physical geography, etc.	0	0.0	9	47.4	9	47.4	1	16.7	5	83.3	0	0.0	1	4.0	14	56.0	9	36.0
6. Need for charts, pictorial diagrams, maps, etc.	0	0.0	11	57.9	8	42.1	1	16.7	3	50.0	2	33.3	1	4.0	14	56.0	10	40.0
7. Need for audio and video tape recordings and records	1	5.3	8	42.1	10	52.6	1	16.7	4	66.7	1	16.7	2	8.0	12	48.0	11	44.0
8. Need for commercially prepared overhead transparencies	2	10.5	11	57.9	5	26.3	1	16.7	3	50.0	2	33.3	3	12.0	14	56.0	7	28.0
9. Need for manipulative materials--alphabet blocks, slide rules, etc.	0	0.0	8	42.1	10	52.6	1	16.7	4	66.7	1	16.7	1	4.0	12	48.0	11	44.0
10. Need for workbooks, programmed learning materials, etc.	1	5.3	12	63.2	6	31.6	2	33.3	3	50.0	1	16.7	3	12.0	15	60.0	7	28.0
11. Need for guidance and counseling services in the elementary school	0	0.0	1	5.3	18	94.7	2	33.3	3	50.0	1	16.7	2	8.0	4	16.0	19	76.0
12. Need for guidance and counseling services in the junior high school	0	0.0	3	15.8	14	73.7	1	16.7	2	33.3	0	0.0	1	4.0	5	20.0	14	56.0
13. Need for guidance and counseling services in the high school	0	0.0	3	15.8	13	68.4	1	16.7	1	16.7	1	16.7	1	4.0	4	16.0	14	56.0
14. Need for health and safety service	0	0.0	3	15.8	16	84.2	1	16.7	5	83.3	0	0.0	1	4.0	8	32.0	16	64.0
15. Need for breakfast services for students	3	15.8	3	15.8	13	68.4	1	16.7	3	50.0	2	33.3	4	16.0	6	24.0	15	60.0
16. Need for lunch services for students	2	10.5	16	84.2	0	0.0	2	33.3	4	66.7	0	0.0	4	16.0	20	80.0	0	0.0

Continued

TABLE 1--BASIC NEEDS STUDY Continued

Elementary Teachers

	Fort Gay N = 19						Thompson N = 6						Total N = 25					
	Less		Present		More		Less		Present		More		Less		Present		More	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
17. Need for transportation services	0	0.0	14	73.7	5	26.3	2	33.3	3	50.0	1	16.7	2	8.0	17	68.0	6	24.0
18. Need for welfare services such as clothing, eyeglasses, etc.	0	0.0	7	36.8	12	63.2	1	16.7	5	83.3	0	0.0	1	4.0	12	48.0	12	48.0
19. Need for hearing and speech correction services	0	0.0	6	31.6	13	68.4	1	16.7	4	66.7	1	16.7	1	40.	10	40.0	14	56.0
20. Need for home visitation and social work services	0	0.0	2	10.5	17	89.5	0	0.0	4	66.7	1	16.7	0	0.0	6	24.0	18	72.0
21. Need for non-graded school programs	0	0.0	4	21.1	15	78.9	2	33.3	2	33.3	2	33.3	2	8.0	6	24.0	17	68.0
22. Need for flexible scheduling of students in their daily programs	0	0.0	5	26.3	14	73.7	0	0.0	3	50.0	3	50.0	0	0.0	8	32.0	17	68.0
23. Need for longer school year for elementary pupils	10	52.6	7	36.8	1	5.3	5	83.3	0	0.0	0	0.0	15	60.0	7	28.0	1	4.0
24. Need for longer school year for junior high or high school students	9	47.4	8	42.1	0	0.0	4	66.7	1	16.7	0	0.0	13	52.0	9	36.0	0	0.0
25. Need for team teaching in which two or more teachers work together	1	5.3	1	5.3	15	78.9	2	33.3	3	50.0	1	16.7	3	12.0	4	16.0	16	64.0
26. Need for independent study time for elementary pupils	1	5.3	4	21.1	14	73.7	0	0.0	3	50.0	3	50.0	3	50.0	1	4.0	17	68.0
27. Need for independent study time for junior high or high school students	1	5.3	7	36.8	9	47.4	0	0.0	3	50.0	2	33.3	1	4.0	10	40.0	11	44.0
28. Need for smaller classes for elementary pupils	0	0.0	0	0.0	18	94.7	0	0.0	2	33.3	4	66.7	0	0.0	2	8.0	22	88.0
29. Need for smaller classes for junior high or high school students	0	0.0	2	10.5	15	78.9	0	0.0	3	50.0	2	33.3	0	0.0	5	20.0	17	68.0
30. Need for part-time attendance for high school students who need to help support themselves	0	0.0	4	21.1	13	68.4	1	16.7	1	16.7	3	50.0	1	4.0	5	20.0	16	64.0
31. Need for pre-first grade programs such as kindergarten	1	5.3	16	84.2	1	5.3	1	16.7	3	50.0	2	33.3	2	8.0	19	76.0	3	12.0

Continued

TABLE 1--BASIC NEEDS STUDY Continued

Elementary Teachers

	Fort Gay N = 19						Thompson N = 6						Total N = 25					
	Less		Present		More		Less		Present		More		Less		Present		More	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
32. Need for improved programs in art and music	0	0.0	10	52.6	8	42.1	1	16.7	3	50.0	2	33.3	1	4.0	13	52.0	10	40.0
33. Need for improved reading programs	0	0.0	7	36.8	12	63.2	0	0.0	1	16.7	5	83.3	0	0.0	8	32.0	17	68.0
34. Need for improved English programs	0	0.0	7	36.8	11	57.9	0	0.0	1	16.7	5	83.3	0	0.0	8	32.0	16	64.0
35. Need for improved mathematics programs	0	0.0	7	36.8	11	57.9	0	0.0	1	16.7	5	83.3	0	0.0	8	32.0	16	64.0
36. Need for improved social studies programs	0	0.0	8	42.1	10	52.6	0	0.0	3	50.0	3	50.0	0	0.0	11	44.0	13	52.0
37. Need for improved science programs	0	0.0	6	31.6	13	68.4	0	0.0	1	16.7	5	83.3	0	0.0	7	28.0	18	72.0
38. Need for improved physical education programs	0	0.0	4	21.1	15	78.0	0	0.0	2	33.3	4	66.7	0	0.0	6	24.0	19	76.0
39. Need for improved vocational education programs	0	0.0	3	15.8	15	78.9	0	0.0	2	33.3	4	66.7	0	0.0	5	20.0	19	76.0
40. Need for improved health, mental health, and sex education programs	0	0.0	3	15.8	15	78.9	1	16.7	3	50.0	2	33.3	1	4.0	6	24.0	17	68.0
41. Need for new school buildings to replace present buildings	0	0.0	1	5.3	18	94.7	1	16.7	2	33.3	3	50.0	1	4.0	3	12.0	21	84.0
42. Need for space additions to present buildings	1	5.3	1	5.3	17	89.5	0	0.0	3	50.0	3	50.0	1	4.0	4	16.0	20	80.0
43. Need to provide for pupil comfort such as heating, lighting, air conditioning	0	0.0	6	31.6	12	63.2	1	16.7	2	33.3	3	50.0	1	4.0	8	32.0	15	60.0
44. Need to remodel present buildings to provide for more flexibility	0	0.0	3	15.8	15	78.9	1	16.7	2	33.3	2	33.3	1	4.0	5	20.0	17	68.0
45. Need to provide projection equipment such as movie, filmstrip, and overhead projectors	1	5.3	11	57.9	7	36.8	1	16.7	5	83.3	0	0.0	2	8.0	16	64.0	7	28.0
46. Need to provide equipment such as duplicators, printers, etc., to produce materials	0	0.0	9	47.4	9	47.4	1	16.7	4	66.7	1	16.7	1	4.0	13	52.0	10	40.0

Continued

TABLE 1--BASIC NEEDS STUDY Continued

Elementary Teachers

	Fort Gay N = 19						Thompson N = 6						Total N = 25					
	Less		Present		More		Less		Present		More		Less		Present		More	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
7. Need to provide gymnasium and playground equipment	1	5.3	1	5.3	17	89.5	0	0.0	3	50.0	3	50.0	1	4.0	4	16.0	20	80.0
8. Need to provide self-instruction equipment such as teaching machines	0	0.0	7	36.8	12	63.2	0	0.0	5	83.3	1	16.7	0	0.0	12	48.0	13	52.0
9. Need to provide audio and video equipment	1	5.3	11	57.9	7	36.8	0	0.0	5	83.3	1	16.7	1	4.0	16	64.0	8	32.0
0. Need to provide equipment for vocational and occupational education	0	0.0	2	10.5	15	78.9	0	0.0	2	33.3	4	66.7	0	0.0	4	16.0	19	76.0
1. Need for dissemination of school news in newspapers, radio, etc.	1	5.3	10	52.6	7	36.8	0	0.0	4	66.7	2	33.3	1	4.0	14	56.0	9	36.0
2. Need for public advisory groups to counsel board of education	1	5.3	6	31.6	11	57.9	1	16.7	3	50.0	2	33.3	2	8.0	9	36.0	13	52.0
3. Need public advisory groups to counsel teachers concerning school improvement	2	10.5	5	26.3	11	57.9	1	16.7	4	66.7	1	16.7	3	12.0	9	36.0	12	48.0
4. Need for PTA	0	0.0	12	63.2	6	31.6	1	16.7	3	50.0	2	33.3	1	4.0	15	60.0	8	32.0
5. Need for greater use of human resources from the community in the school program.	0	0.0	4	21.1	15	78.9	1	16.7	3	50.0	2	33.3	1	4.0	7	28.0	17	68.0

TABLE 2--BASIC NEEDS STUDY

	Fort Gay High School N = 29						N =						N =					
	Less		Present		More		Less		Present		More		Less		Present		More	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Need for library books and reference materials	2	6.9	16	55.2	11	37.9												
2. Need for newspapers and magazines	2	6.9	22	75.9	5	17.2												
3. Need for films and filmstrips	1	3.4	15	51.7	13	44.8												
4. Need for supplementary textbooks	2	6.9	13	44.8	14	48.3												
5. Need for physical models of human anatomy, animal life, physical geography, etc.	3	10.3	14	48.3	12	41.4												
6. Need for charts, pictorial diagrams, maps, etc.	3	10.3	14	48.3	12	41.4												
7. Need for audio and video tape recordings and records	3	10.3	12	41.4	14	48.3												
8. Need for commercially prepared overhead transparencies	3	10.3	14	48.3	12	41.4												
9. Need for manipulative materials--alphabet blocks, slide rules, etc.	5	17.2	11	37.9	12	41.4												
10. Need for workbooks, programmed learning materials, etc.	1	3.4	12	41.4	16	55.2												
11. Need for guidance and counseling services in the elementary school	0	0.0	11	37.9	17	58.6												
12. Need for guidance and counseling services in the junior high school	1	3.4	16	55.2	11	37.9												
13. Need for guidance and counseling services in the high school	1	3.4	19	65.5	9	31.0												
14. Need for health and safety service	1	3.4	10	34.5	18	62.1												
15. Need for breakfast services for students	7	24.1	9	31.0	13	44.8												
16. Need for lunch services for students	1	3.4	15	51.7	12	41.4												

Continued

TABLE 2--BASIC NEEDS STUDY--Continued

	Fort Gay High School N = 29						N =						N =					
	Less		Present		More		Less		Present		More		Less		Present		More	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
17. Need for transportation services	3	10.3	21	72.4	4	13.8												
18. Need for welfare services such as clothing, eyeglasses, etc.	3	10.3	17	58.6	8	27.6												
19. Need for hearing and speech correction services	0	0.0	12	41.4	17	58.6												
20. Need for home visitation and social work services	3	10.3	13	44.8	13	44.8												
21. Need for non-graded school programs	2	6.9	12	41.4	14	48.3												
22. Need for flexible scheduling of students in their daily programs	3	10.3	10	34.5	16	55.2												
23. Need for longer school year for elementary pupils	14	48.3	12	41.4	1	3.4												
24. Need for longer school year for junior high or high school students	16	55.2	12	41.4	1	3.4												
25. Need for team teaching in which two or more teachers work together	3	10.3	6	20.7	20	69.0												
26. Need for independent study time for elementary pupils	6	20.7	13	44.8	7	24.1												
27. Need for independent study time for junior high or high school students	4	13.8	15	51.7	9	31.0												
28. Need for smaller classes for elementary pupils	1	3.4	7	24.1	20	69.0												
29. Need for smaller classes for junior high or high school students	2	6.9	10	34.5	17	58.6												
30. Need for part-time attendance for high school students who need to help support themselves	2	6.9	13	44.8	14	48.3												
31. Need for pre-first grade programs such as kindergarten	3	10.3	17	58.6	7	24.1												

Continued

TABLE 2--BASIC NEEDS STUDY --Continued

	Fort Gay High School N = 29						N =						N =					
	Less		Present		More		Less		Present		More		Less		Present		More	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
32. Need for improved programs in art and music	3	10.3	18	62.1	6	20.7												
33. Need for improved reading programs	0	0.0	11	37.9	17	58.6												
34. Need for improved English programs	0	0.0	14	48.3	15	51.7												
35. Need for improved mathematics programs	0	0.0	16	55.2	13	44.8												
36. Need for improved social studies programs	0	0.0	18	62.1	10	34.5												
37. Need for improved science programs	0	0.0	15	51.7	13	44.8												
38. Need for improved physical education programs	3	10.3	18	62.1	8	27.6												
39. Need for improved vocational education programs	1	3.4	9	31.0	19	65.5												
40. Need for improved health, mental health, and sex education programs	0	0.0	5	17.2	23	79.3												
41. Need for new school buildings to replace present buildings	0	0.0	6	20.7	23	79.3												
42. Need for space additions to present buildings	0	0.0	0	0.0	28	100.0												
43. Need to provide for pupil comfort such as heating, lighting, air conditioning	0	0.0	8	27.6	21	72.4												
44. Need to remodel present buildings to provide for more flexibility	2	6.9	2	6.9	25	86.2												
45. Need to provide projection equipment such as movie, filmstrip, and overhead projectors	2	6.9	22	75.9	5	17.2												
46. Need to provide equipment such as duplicators, printers, etc., to produce materials	1	3.4	18	62.1	10	34.5												

Continued

TABLE 2--BASIC NEEDS STUDY --Continued

	Fort Gay High School N = 29						N =						N =					
	Less		Present		More		Less		Present		More		Less		Present		More	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
47. Need to provide gymnasium and playground equipment	5	17.2	14	48.3	10	34.5												
48. Need to provide self-instruction equipment such as teaching machines	1	3.4	13	44.8	14	48.3												
49. Need to provide audio and video equipment	4	13.8	17	58.6	8	27.6												
50. Need to provide equipment for vocational and occupational education	0	0.0	8	27.6	21	72.4												
51. Need for dissemination of school news in newspapers, radio, etc.	3	10.3	18	62.1	8	27.6												
52. Need for public advisory groups to counsel board of education	2	6.9	13	44.8	14	48.3												
53. Need public advisory groups to counsel teachers concerning school improvement	3	10.3	11	37.9	14	48.3												
54. Need for PTA	5	17.2	12	41.4	12	41.4												
55. Need for greater use of human resources from the community in the school program.	2	6.9	9	31.0	18	62.1												

FIGURE 1

COMPARISON OF RESPONSES OF ELEMENTARY AND SECONDARY TEACHERS TO "NEED MORE ATTENTION" PORTION OF THE BASIC NEEDS QUESTIONNAIRE

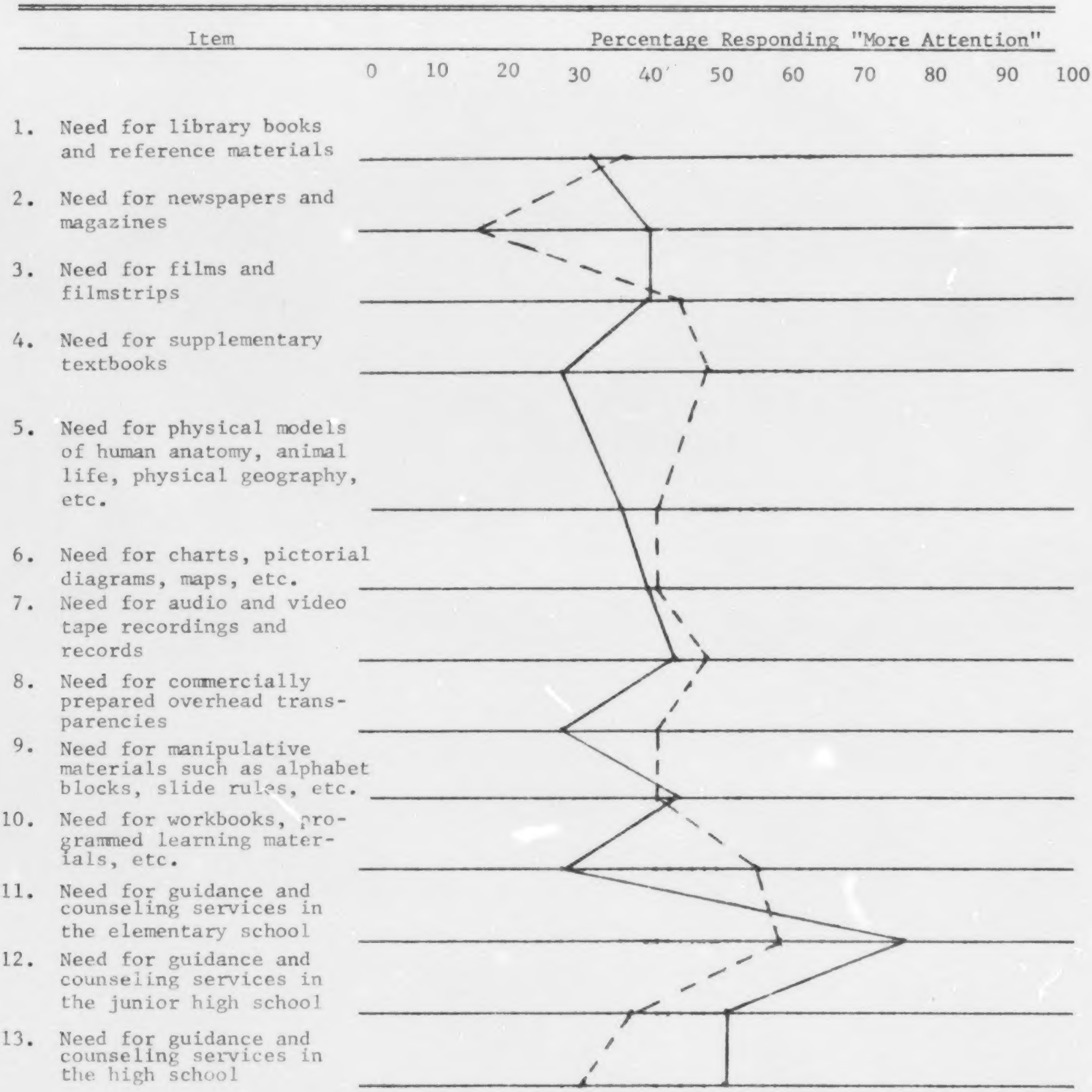


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FIGURE 1--Continued

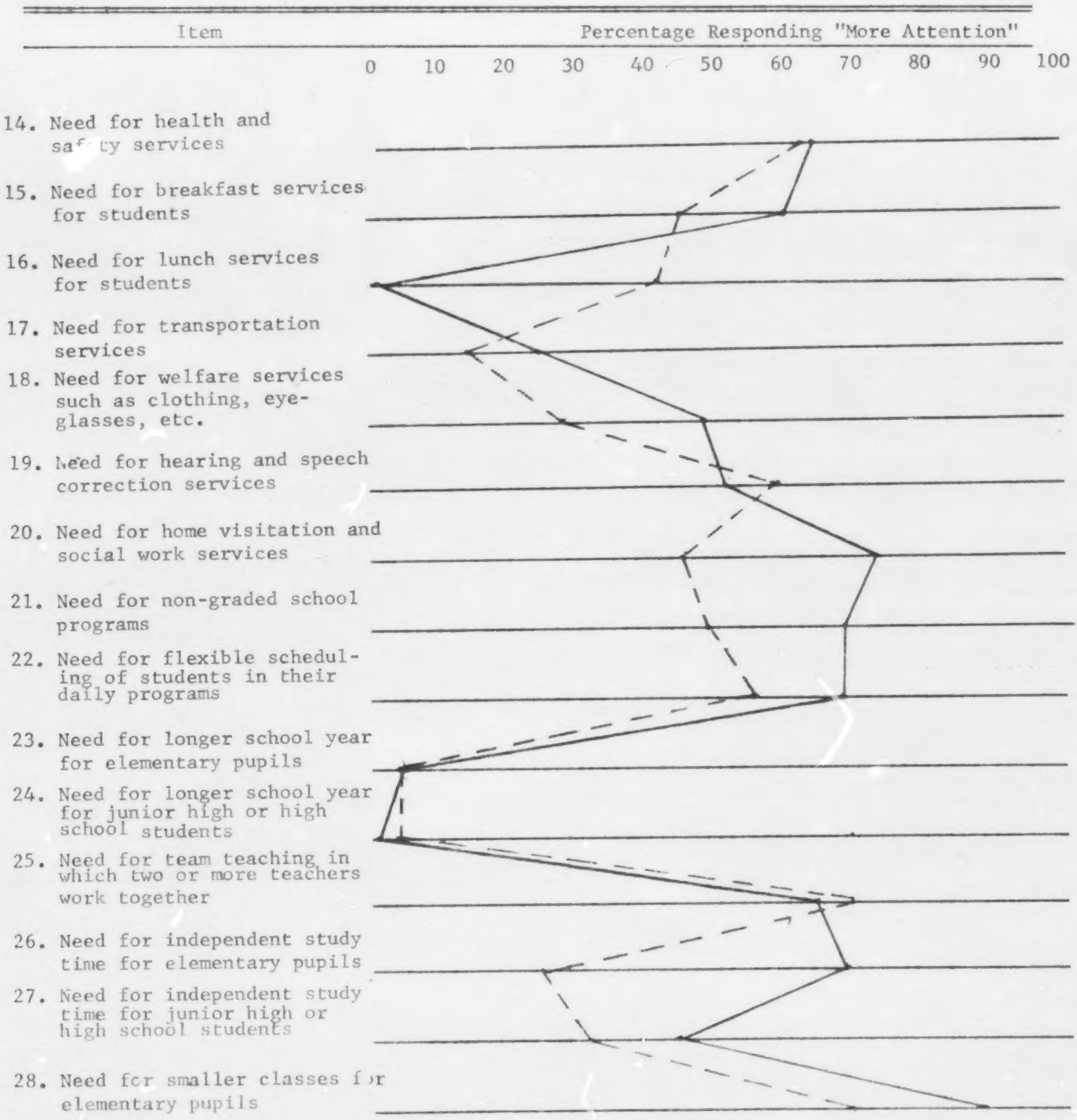

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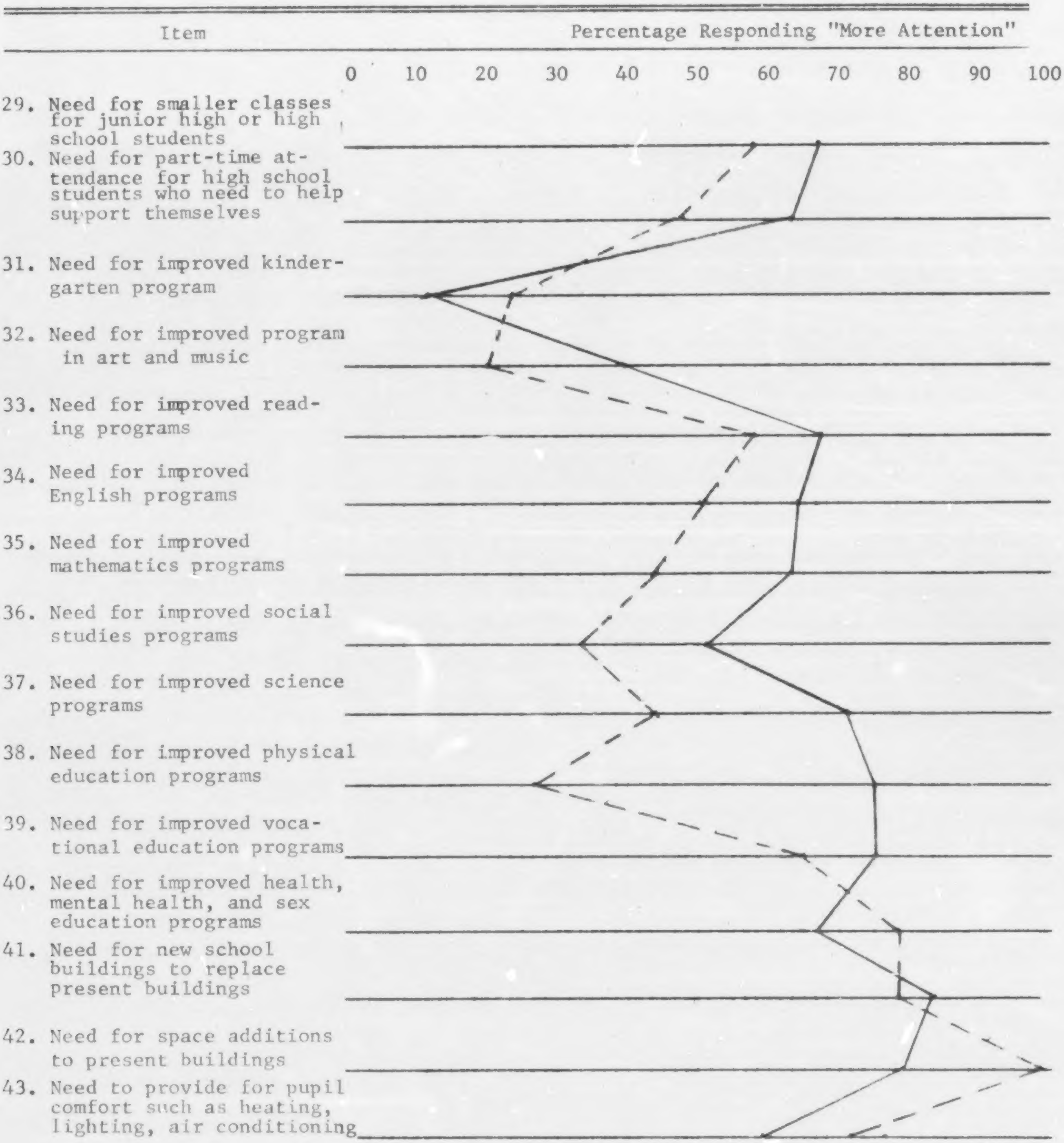
FIGURE 1--Continued



Continued

FIGURE 1--Continued

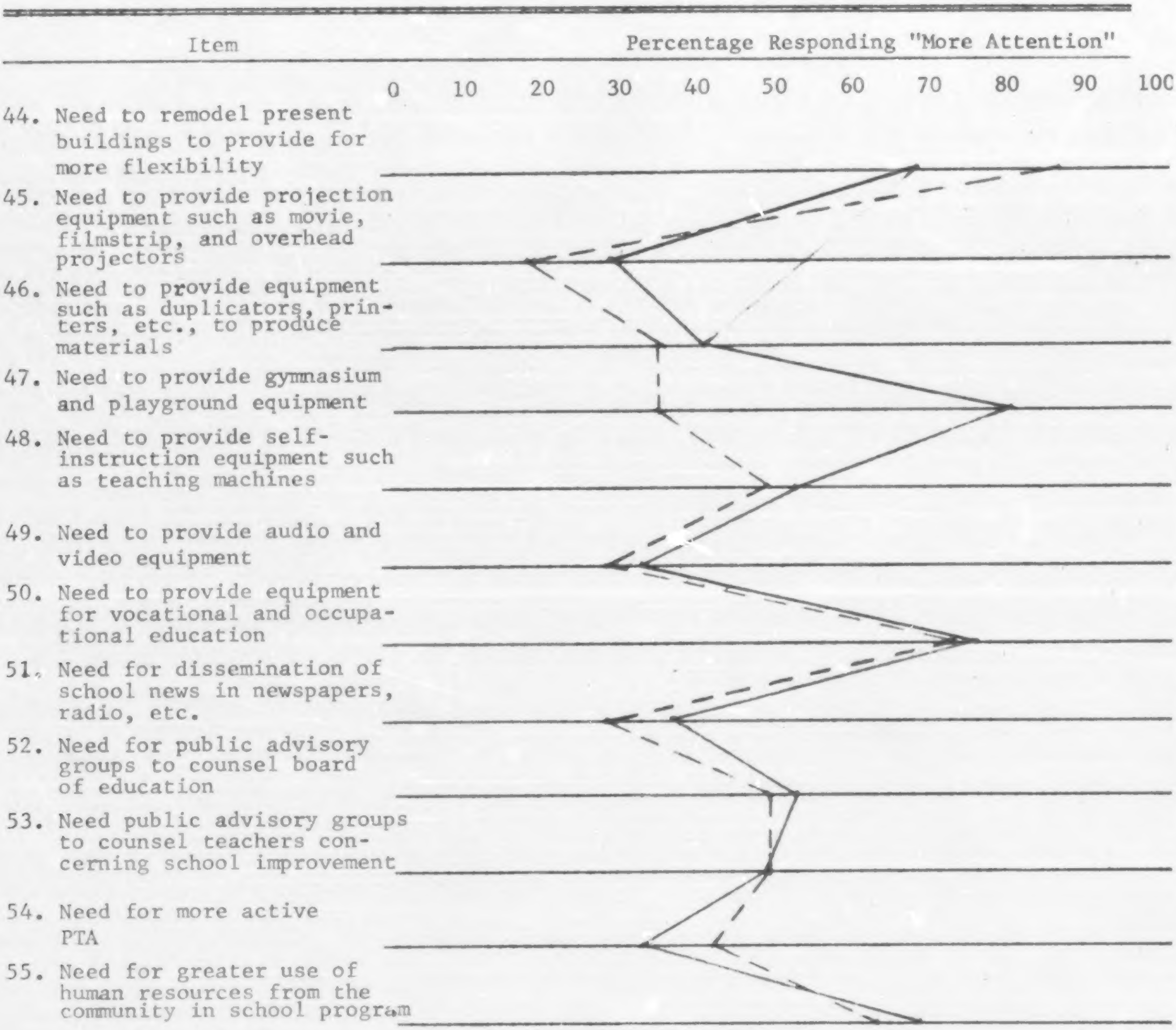


TABLE 3

RANKING OF BASIC NEEDS CATEGORIES

Need Category	Response Group Ft. Gay Elem. Teachers N = 18	Thompson Elem. Teachers N = 6	Ft. Gay H. S. Teachers N = 28	Total Teachers N = 52
Need for additional or different instructional materials	6	2	3	5
Need for more adequate buildings and/or equipment	1	1	1	1
Need for more appropriate or adequate curricula	5	4	2	2
Need for organizing the school in different ways so as to group pupils differently, schedule the time of pupils differently, etc.	2.5	6	4	3
Need for greater community involvement in school affairs and more school-community communications	4	3	6	6
Need for more adequate non-instructional services for pupils such as health services, counseling, food services, transportation, etc.	2.5	5	5	4

	Ft. Gay Elem.	Thompson Elem.	Ft. Gay H. S.
Ft. Gay Elem.	xxx	- .043	-.005
Thompson Elem.		xxx	.486
Ft. Gay H. S.			xxx

NOTE: When the above Spearman rank correlations were calculated it was found that no significant (p= .05) relationships existed between the rankings of the three teacher groups.

Responses of Teachers to Part II, Learners' Needs

Table 4 shows the responses to the section of the survey instrument which was designed to obtain perceptions of the adequacy of the school program in meeting learners' needs.

Fort Gay Elementary Teachers

The Fort Gay elementary teachers responded as follows:

Strong or Adequate Programs:

1. Basic Knowledge
2. Learning Skills
3. Physical and Mental Health
4. Human Relations

Weaker Programs:

1. Vocational Knowledge and Skills
2. /Providing for/Special Differences
3. /Providing for/ Special Environmental Disadvantages
4. Citizenship

Thompson Elementary Teachers

The Thompson elementary teachers apparently view the adequacy of their programs as follows:

Strong or Adequate Programs:

1. Learning Skills
2. Basic Knowledge
3. Citizenship
4. Human Relations
5. Physical and Mental Health
6. /Providing for/ Special Differences
7. /Providing for/Special Environmental Disadvantages

Weaker Programs:

1. Vocational Knowledge and Skills

Fort Gay High School Teachers

The Fort Gay High School teachers apparently perceive the following concerning the adequacy of their programs:

Strong or Adequate Programs:

1. Citizenship
2. Basic Knowledge
3. Physical and Mental Health
4. Human Relations
5. Learning Skills

Weaker Programs:

1. /Providing for/ Special Environmental Disadvantages
2. /Providing for/ Special Differences
3. Vocational Knowledge and Skills

TABLE 4

RESPONSES TO LEARNERS' NEEDS

Elementary Teachers*

Needs Category	Ft. Gay Elem. School						Thompson Elem. School					
	Strong		Adequate		Weak		Strong		Adequate		Weak	
	N	%	N	%	N	%	N	%	N	%	N	%
LEARNING SKILLS (Those skills necessary for learning the basic knowledge; e.g., reading, writing, speaking, listening, etc.)	9	50.0	7	38.9	2	11.1	4	66.7	2	33.3	0	0.0
BASIC KNOWLEDGE (The knowledge in those areas commonly considered to be subject-matter.)	6	33.3	11	61.1	1	5.6	3	50.0	3	50.0	0	0.0
CITIZENSHIP (Knowledge, skills, and behavior necessary for the fulfillment of citizenship responsibilities.)	2	11.1	6	33.3	10	55.6	1	16.7	5	83.3	0	0.0
PHYSICAL AND MENTAL HEALTH (Knowledge, attitudes and skills necessary for good physical and mental health.)	4	22.2	8	44.4	6	33.3	0	0.0	6	100.0	0	0.0
VOCATIONAL KNOWLEDGE AND SKILLS (The knowledge and skills related to the world of work so as to become economically productive and self-sufficient.)	1	5.6	4	22.2	13	72.2	0	0.0	2	33.3	4	66.7
SPECIAL DIFFERENCES (Special needs of students with major physical or mental handicaps.)	2	11.1	4	22.2	12	66.7	0	0.0	5	83.3	1	16.7
SPECIAL ENVIRONMENTAL DISADVANTAGES (Those needs of attitudes, skills, and knowledge to overcome or cope with severe economic or social disadvantages.)	0	0.0	8	44.4	10	55.6	0	0.0	4	66.7	2	33.3
HUMAN RELATIONS (The attitudes and behavior which enable people to get along with each other in an effective manner.)	1	5.6	9	50.0	8	44.4	1	16.7	5	83.3	0	0.0

Continued

* N = Ft. Gay, 18
Thompson, 6

TABLE 4--Continued

RESPONSES TO LEARNERS' NEEDS

Total Elementary Teachers*

	Total Elementary Teachers					
	Strong		Adequate		Weak	
	N	%	N	%	N	%
LEARNING SKILLS (Those skills necessary for learning the basic knowledge; e.g., reading, writing, speaking, listening, etc.)	13	54.2	9	37.5	2	8.3
BASIC KNOWLEDGE (The knowledge in those areas commonly considered to be subject-matter.)	9	37.5	14	58.3	1	4.2
CITIZENSHIP (Knowledge, skills, and behavior necessary for the fulfillment of citizenship responsibilities.)	3	12.5	11	45.8	10	41.7
PHYSICAL AND MENTAL HEALTH (Knowledge, attitudes and skills necessary for good physical and mental health.)	4	16.7	14	58.3	6	25.0
VOCATIONAL KNOWLEDGE AND SKILLS (The knowledge and skills related to the world of work so as to become economically productive and self-sufficient.)	1	4.2	6	25.0	17	70.8
SPECIAL DIFFERENCES (Special needs of students with major physical or mental handicaps.)	2	8.3	9	37.5	13	54.2
SPECIAL ENVIRONMENTAL DISADVANTAGES (Those needs of attitudes, skills, and knowledge to overcome or cope with severe economic or social disadvantages.)	0	0.0	12	50.0	12	50.0
HUMAN RELATIONS (The attitudes and behavior which enable people to get along with each other in an effective manner.)	2	8.3	14	58.3	8	33.3

* N = 24

Continued

TABLE 4--Continued

RESPONSES TO LEARNERS' NEEDS

High School Teachers*

	Fort Gay High School					
	Strong		Adequate		Weak	
	N	%	N	%	N	%
LEARNING SKILLS (Those skills necessary for learning the basic knowledge; e.g., reading, writing, speaking, listening, etc.)	7	24.1	11	37.9	11	37.9
BASIC KNOWLEDGE (The knowledge in those areas commonly considered to be subject-matter.)	7	24.1	17	58.6	5	17.2
CITIZENSHIP (Knowledge, skills, and behavior necessary for the fulfillment of citizenship responsibilities.)	4	13.8	21	72.4	4	13.8
PHYSICAL AND MENTAL HEALTH (Knowledge, attitudes and skills necessary for good physical and mental health.)	4	13.8	19	65.5	6	20.7
VOCATIONAL KNOWLEDGE AND SKILLS (The knowledge and skills related to the world of work so as to become economically productive and self-sufficient.)	2	6.9	12	41.4	15	51.7
SPECIAL DIFFERENCES (Special needs of students with major physical or mental handicaps.)	3	10.3	10	34.5	16	55.2
SPECIAL ENVIRONMENTAL DISADVANTAGES (Those needs of attitudes, skills, and knowledge to overcome or cope with severe economic or social disadvantages.)	1	3.4	11	37.9	17	58.6
HUMAN RELATIONS (The attitudes and behavior which enable people to get along with each other in an effective manner.)	4	13.8	19	65.5	6	20.7

*N = 29

Continued

TABLE 4--Continued

RESPONSES TO LEARNERS' NEEDS

Total Teachers*

	Total Teachers					
	Strong		Adequate		Weak	
	N	%	N	%	N	%
LEARNING SKILLS (Those skills necessary for learning the basic knowledge; e.g., reading, writing, speaking, listening, etc.)	20	37.7	20	37.7	13	24.5
BASIC KNOWLEDGE (The knowledge in those areas commonly considered to be subject-matter.)	16	30.2	31	58.5	6	11.3
CITIZENSHIP (Knowledge, skills, and behavior necessary for the fulfillment of citizenship responsibilities.)	7	13.2	32	60.4	14	26.4
PHYSICAL AND MENTAL HEALTH (Knowledge, attitudes and skills necessary for good physical and mental health.)	8	15.1	33	62.3	12	22.6
VOCATIONAL KNOWLEDGE AND SKILLS (The knowledge and skills related to the world of work so as to become economically productive and self-sufficient.)	3	5.7	18	34.0	32	60.4
SPECIAL DIFFERENCES (Special needs of students with major physical or mental handicaps.)	5	9.4	19	35.8	29	54.7
SPECIAL ENVIRONMENTAL DISADVANTAGES (Those needs of attitudes, skills, and knowledge to overcome or cope with severe economic or social disadvantages.)	1	1.9	23	43.4	29	54.7
HUMAN RELATIONS (The attitudes and behavior which enable people to get along with each other in an effective manner.)	6	11.3	33	62.3	14	26.4

*N = 53

TEACHING STRATEGIES

Analysis of Teachers Responses to the Instructional Practices Survey

The Instructional Practices Survey instrument consists of three major sections: (1) Planning, (2) Classroom Organization and (3) Instruction. Each of these sections is designed to give the respondent adequate choices in providing a description of the instructional practices actually being used in the classroom. Tables 5-12 display the responses from the two elementary schools in this study. Interpretations, however, are drawn from Tables 13 - 20 which show the total teacher response. These interpretations follow.

Interpretations of total elementary teacher group response?

1) Adopted textbooks are the principal planning guide for instruction.
2) The typical practice is to have all pupils study the same information and skills; however, there seems to be some recognition and acceptance of individual differences among pupils.
3) Written lesson plans are the rule, but pupils rarely help plan their own assignments.
4) Pupils are sub-grouped for instruction within the typical classroom.
5) A variety of criteria is used to determine sub-grouping pupil placement; however, pupil interest seems to be the least important criterion.
6) The data in Table 18 provide inconclusive understanding of how pupil assignments are made except for the last item, which would indicate that pupils do practically all of their work in their classrooms.

TABLE 5

GUIDES USED IN PLANNING

Type of Planning Guide Used	Fort Gay Elementary N = 19								Thompson Elementary N = 5							
	Rarely/ Never		Occas- ionally		Usually		Always		Rarely/ Never		Occas- ionally		Usually		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Adopted textbooks	1	5.3	1	5.3	4	21.1	13	68.4	0	0.0	0	0.0	1	20.0	4	80.0
Other textbooks	0	0.0	9	47.4	10	52.6	0	0.0	0	0.0	3	60.0	2	40.0	0	0.0
Guides developed by you	1	5.3	4	21.1	6	31.6	8	42.1	0	0.0	3	60.0	1	20.0	1	20.0
Guides developed by your school	5	26.3	5	26.3	6	31.6	2	10.5	0	0.0	2	40.0	1	20.1	2	40.0
Guides developed by your school district	4	21.1	4	21.1	8	42.1	3	15.8	0	0.0	1	20.0	3	60.0	0	0.0
Other																

TABLE 6

FOCUS OF INSTRUCTION

	Fort Gay Elementary N = 19								Thompson Elementary N = 5							
	Rarely/ Never		Occasionally		Usually		Always		Rarely/ Never		Occasionally		Usually		Always	
Focus	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Have all pupils attempt to learn the same information or skills	0	0.0	6	31.6	11	57.9	2	10.5	1	20.0	1	20.0	2	40.0	1	20.0
Have all pupils study the same information or skills, but learn these in varying degrees	0	0.0	3	15.8	12	63.2	4	21.1	0	0.0	1	20.0	2	40.0	2	40.0
Have all pupils try to learn the same information or skills, but use different materials to acquire these	0	0.0	7	36.8	8	42.1	3	15.8	0	0.0	1	20.0	3	60.0	1	20.0
Differentiate the concepts, information or skills to be learned in terms of the differences among pupils	0	0.0	3	15.8	10	52.6	6	31.6	0	0.0	0	0.0	2	40.0	3	60.0

TABLE 7

STRATEGIES USED TO PLAN INSTRUCTION

Type of Strategy Used	Fort Gay Elementary N = 19								Thompson Elementary N = 5							
	Rarely/ Never		Occasionally		Usually		Always		Rarely/ Never		Occasionally		Usually		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Written lesson plans are devised	0	0.0	1	5.3	5	26.3	13	68.4	0	0.0	0	0.0	0	0.0	5	100.0
Behavioral objectives are written	2	10.5	8	42.1	7	36.8	1	5.3	1	20.0	1	20.0	2	40.0	1	20.0
Textbook manuals are followed	2	10.5	1	5.3	8	42.1	8	42.1	0	0.0	0	0.0	1	20.0	4	80.0
Cumulative records are consulted	3	15.8	5	26.3	7	36.8	4	21.1	0	0.0	0	0.0	4	80.0	1	20.0
Pupils help plan	1	5.3	13	68.4	3	15.8	1	5.3	0	0.0	5	100.0	0	0.0	0	0.0
Other teachers are consulted	5	26.3	12	63.2	2	10.5	0	0.0	0	0.0	5	100.0	0	0.0	0	0.0

TABLE 8

GROUPING PRACTICES

Practice	Fort Gay Elementary N = 19								Thompson Elementary N = 5							
	Rarely/ Never		Occasionally		Usually		Always		Rarely/ Never		Occasionally		Usually		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Pupils are taught as a total group	1	5.3	8	42.1	8	42.1	2	10.5	1	20.0	4	80.0	0	0.0	0	0.0
Pupils are sub-grouped within the classroom	0	0.0	9	47.4	6	31.6	4	21.1	0	0.0	0	0.0	2	40.0	3	60.0
Pupils are grouped with pupils from other classrooms for common instruction.	14	73.7	3	15.8	2	10.5	0	0.0	3	60.0	2	40.0	0	0.0	0	0.0

TABLE 9

GROUPING CRITERIA

	Fort Gay Elementary						N = 19		Thompson Elementary						N = 5	
	Rarely/ Never		Occas-ionally		Usually		Always		Rarely/ Never		Occas-ionally		Usually		Always	
Grouping Criteria	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Achievement levels as determined by standardized tests	4	21.1	7	36.8	4	21.1	4	21.1	0	0.0	3	60.0	2	40.0	0	0.0
Achievement levels as determined by observation and diagnosis	1	5.3	2	10.5	11	57.9	5	26.3	0	0.0	0	0.0	4	80.0	1	20.0
A combination of standardized testing and teacher observation	2	10.5	2	10.5	6	31.6	9	47.4	0	0.0	0	0.0	4	80.0	1	20.0
Interests of pupils	4	21.1	6	31.6	7	36.8	2	10.5	0	0.0	3	60.0	2	40.0	0	0.0
Capability of pupils in working independently	0	0.0	4	21.1	10	52.6	5	26.3	0	0.0	2	40.0	2	40.0	1	20.0
Other																

TABLE 10

INSTRUCTIONAL PRACTICES

	Fort Gay Elementary N = 19						Thompson Elementary N = 5					
	Rarely		Occasionally		Frequently		Rarely		Occasionally		Frequently	
Practice	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Pupils are given the daily assignments and on the following day there are class discussions of what they have studied	4	21.1	8	42.1	7	36.8	1	20.0	3	60.0	1	20.0
Pupils are given long-range assignments and daily discussions of learning and progress are carried on	6	31.6	9	47.4	3	15.8	2	40.0	3	60.0	0	0.0
Study and work assignments are identified by pupils in relation to a framework suggested by the teacher and the outcomes of these assignments are synthesized in classroom discussions	3	15.8	7	36.8	8	42.1	0	0.0	1	20.0	4	80.0
Pupils are pre-tested to determine individual needs in relation to a concept or skill area, individual study assignments are either pupil or teacher identified, and post-testing is used to assess the learning progress of pupils	3	15.8	12	63.2	4	21.1	0	0.0	0	0.0	5	100.0
After a pupil has his learning assignment, he may be excused from the classroom to go elsewhere to study	17	89.5	0	0.0	2	10.5	4	80.0	1	20.0	0	0.0

TABLE 11

USE OF INSTRUCTIONAL MEDIA

	Fort Gay Elementary N = 19								Thompson Elementary N = 5							
	Daily		Weekly		Occasionally		Rarely/ Never		Daily		Weekly		Occasionally		Rarely/ Never	
Instructional Media	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Textbooks	16	84.2	0	0.0	2	10.5	1	5.3	5	100.0	0	0.0	0	0.0	0	0.0
Films	1	5.3	3	15.8	11	57.9	3	15.8	0	0.0	0	0.0	5	100.0	0	0.0
Filmstrips	1	5.3	9	47.4	7	36.8	2	10.5	0	0.0	3	60.0	1	20.0	1	20.0
Audio tapes	2	10.5	7	36.8	7	36.8	2	10.5	0	0.0	1	20.0	3	20.0	0	0.0
Video tapes	1	5.3	3	15.8	4	21.1	9	47.4	0	0.0	1	20.0	2	40.0	2	40.0
Workbooks	10	52.6	4	21.1	2	10.5	2	10.5	4	80.0	1	20.0	0	0.0	0	0.0
ITV	9	47.4	2	10.5	6	31.6	1	5.3	4	80.0	0	0.0	0	0.0	1	20.0
Charts or graphics	9	47.4	2	10.5	6	31.6	2	10.5	1	20.0	2	40.0	2	40.0	0	0.0
Models or manipulative materials	5	26.3	5	26.3	7	36.8	1	5.3	2	40.0	1	20.0	1	20.0	1	20.0

TABLE 12

BELIEFS AFFECTING INSTRUCTION

Item	Fort Gay Elementary N = 19								Thompson Elementary N = 5							
	Strongly Disagree		Dis-agree		Agree		Strongly Agree		Strongly Disagree		Dis-Agree		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
There is a specified amount of learning material that should be taught at any given grade level or subject area.	2	10.5	2	10.5	10	52.6	5	26.3	0	0.0	0	0.0	4	80.0	1	20.0
At least ten percent of pupils can be expected to progress satisfactorily if they are permitted to study independently and not be forced to participate in all class activities	0	0.0	5	26.3	10	52.6	4	21.1	0	0.0	0	0.0	5	100.0	0	0.0
All any teacher can do is identify the levels of pupils in any given subject or area and try to teach them from this base point.	2	10.5	1	5.3	12	63.2	4	21.1	0	0.0	0	0.0	4	80.0	1	20.0

TABLE 13

GUIDES USED IN PLANNING

Type of Planning Guide Used	Total Elementary N = 24								Fort Gay High School N = 27							
	Rarely/ Never		Occasionally		Usually		Always		Rarely/ Never		Occasionally		Usually		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Adopted textbooks	1	4.2	1	4.2	5	20.8	17	70.8	3	11.1	3	11.1	11	40.7	10	37.0
Other textbooks	0	0.0	12	50.0	12	50.0	0	0.0	4	14.8	10	37.0	9	33.3	4	14.8
Guides developed by you	1	4.2	7	29.2	7	29.2	9	37.5	0	0.0	7	25.9	14	51.9	6	22.2
Guides developed by your school	5	20.8	7	29.2	7	29.2	4	16.7	12	44.4	6	22.2	9	33.3	0	0.0
Guides developed by your school district	4	16.7	5	20.8	11	45.9	3	12.5	9	33.3	8	29.6	10	37.0	0	0.0
Other																

TABLE 14

FOCUS OF INSTRUCTION

	Total Elementary N = 24								Fort Gay High School N = 27							
	Rarely/ Never		Occas- ionally		Usually		Always		Rarely/ Never		Occas- ionally		Usually		Always	
Focus	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Have all pupils attempt to learn the same information or skills	1	4.2	7	29.2	13	54.2	3	12.5	1	3.7	3	11.1	18	66.7	5	18.5
Have all pupils study the same information or skills, but learn these in varying degrees	0	0.0	4	16.7	14	58.3	6	25.0	0	0.0	8	29.6	15	55.6	4	14.8
Have all pupils try to learn the same information or skills, but use different materials to acquire these	0	0.0	8	33.3	11	45.9	4	16.7	2	7.4	15	55.6	9	33.3	1	3.7
Differentiate the concepts, information or skills to be learned in terms of the differences among pupils	0	0.0	3	12.5	12	50.0	9	37.5	4	14.8	7	25.9	12	44.4	4	14.8

TABLE 15

STRATEGIES USED TO PLAN INSTRUCTION

Type of Strategy Used	Total Elementary N = 24								Fort Gay High School N = 27							
	Rarely/ Never		Occas- ionally		Usually		Always		Rarely/ Never		Occas- ionally		Usually		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Written lesson plans are devised	0	0.0	1	4.2	5	20.0	18	75.0	1	3.7	5	18.5	13	48.1	8	29.6
Behavioral objectives are written	3	12.5	9	37.5	9	37.5	2	8.3	4	14.8	13	48.1	5	18.5	4	14.8
Textbook manuals are followed	2	8.3	1	4.2	9	37.5	12	50.0	5	18.5	11	40.7	10	37.0	1	3.7
Cumulative records are consulted	3	12.5	5	20.8	11	45.9	5	20.8	4	14.8	14	51.9	8	29.6	0	0.0
Pupils help plan	1	4.2	18	75.0	3	12.5	1	4.2	6	22.2	7	25.9	12	44.4	1	3.7
Other teachers are consulted	5	20.8	17	70.8	2	8.3	0	0.0	6	22.2	15	55.6	5	18.5	0	0.0

TABLE 16

GROUPING PRACTICES

Practice	Total Elementary N = 24								Fort Gay High School N = 27							
	Rarely/ Never		Occas- ionally		Usually		Always		Rarely/ Never		Occas- ionally		Usually		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
are taught as a total group	2	8.3	12	50.0	8	33.3	2	8.3	0	0.0	4	14.8	19	70.4	4	14.8
sub-grouped within	0	0.0	9	37.5	8	33.3	7	29.2	4	14.8	16	59.3	5	18.5	2	7.4
d with pupils from r common instruc-	17	70.8	5	20.8	2	8.3	0	0.0	23	85.2	2	7.4	1	3.7	0	0.0

TABLE 17

GROUPING CRITERIA

Grouping Criteria	Total Elementary N = 24								Fort Gay High School N = 27							
	Rarely/ Never		Occas-ionally		Usually		Always		Rarely/ Never		Occas-ionally		Usually		Always	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Achievement levels as determined by standardized tests	4	16.7	10	41.7	6	25.0	4	16.7	12	44.4	9	33.3	6	22.2	0	0.0
Achievement levels as determined by observation and diagnosis	1	4.2	2	8.3	15	62.5	6	25.0	1	3.7	6	22.2	15	55.6	4	14.8
A combination of standardized testing and teacher observation	2	8.3	2	8.3	10	41.7	10	41.7	8	29.6	6	22.2	10	37.0	3	11.1
Interests of pupils	4	16.7	9	37.5	9	37.5	2	8.3	2	7.4	8	29.6	11	40.7	4	14.8
Capability of pupils in working independently	0	0.0	6	25.0	12	50.0	6	25.0	0	0.0	5	18.5	17	63.0	5	18.5
Other																

TABLE 18

INSTRUCTIONA

	Total Elem		
	Rarely		Oc
Practice	No.	%	No
Pupils are given the daily assignments and on the following day there are class discussions of what they have studied	5	20.8	11
Pupils are given long-range assignments and daily discussions of learning and progress are carried on	8	33.3	12
Study and work assignments are identified by pupils in relation to a framework suggested by the teacher and the outcomes of these assignments are synthesized in classroom discussions	3	12.5	8
Pupils are pre-tested to determine individual needs in relation to a concept or skill area, individual study assignments are either pupil or teacher identified, and post-testing is used to assess the learning progress of pupils	3	12.5	12
After a pupil has his learning assignment, he may be excused from the classroom to go elsewhere to study	21	87.5	1

TABLE 18

INSTRUCTIONAL PRACTICES

Total Elementary N = 24						Fort Gay High School N = 27					
Rarely		Occasionally		Frequently		Rarely		Occasionally		Frequently	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5	20.8	11	45.9	8	33.3	4	14.8	8	29.6	14	51.9
8	33.3	12	50.0	3	12.5	6	22.2	15	55.6	6	22.2
3	12.5	8	33.3	12	50.0	6	22.2	12	44.4	9	33.3
3	12.5	12	50.0	9	37.5	10	37.0	12	44.4	5	18.5
21	87.5	1	4.2	2	8.3	23	85.2	2	7.4	2	7.4

TABLE 19

USE OF INSTRUCTIONAL MEDIA

Instructional Media	Total Elementary N = 24								Fort Gay High School N = 27							
	Daily		Weekly		Occas-ionally		Rarely/ Never		Daily		Weekly		Occas-ionally		Rarely/ Never	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Textbooks	21	87.5	0	0.0	2	8.3	1	4.2	15	55.6	3	11.1	5	18.5	3	11.1
Films	1	4.2	3	12.5	16	66.7	3	12.5	0	0.0	1	3.7	18	66.7	8	29.6
Filmstrips	1	4.2	12	50.0	8	33.3	3	12.5	0	0.0	7	25.9	12	44.4	8	29.6
Audio tapes	2	8.3	8	33.3	10	41.7	2	8.3	0	0.0	1	3.7	10	37.0	15	55.6
Video tapes	1	4.2	4	16.7	6	25.0	11	45.9	0	0.0	1	3.7	10	37.0	14	51.9
Workbooks	14	58.3	5	20.8	2	8.3	2	8.3	2	7.4	2	7.4	5	18.5	16	59.3
ITV	13	54.2	2	8.3	6	25.0	2	8.3	1	3.7	4	14.8	8	29.6	13	48.1
Charts or graphics	10	41.7	4	16.7	8	33.3	2	8.3	3	11.1	8	29.6	12	44.4	2	7.4
Models or manipulative materials	7	29.2	6	25.0	8	33.3	2	8.3	3	11.1	8	29.6	11	40.7	5	18.5

TABLE 20

BELIEFS AFFECTING INSTRUCTION

Item	Total Elementary N = 24								Fort Gay High School N = 26							
	Strongly Disagree		Dis-agree		Agree		Strongly Agree		Strongly Disagree		Dis-Agree		Agree		Strongly Agree	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
There is a specified amount of learning material that should be taught at any given grade level or subject area.	2	8.3	2	8.3	14	58.3	6	25.0	0	0.0	4	14.8	14	51.9	8	29.6
At least ten percent of pupils can be expected to progress satisfactorily if they are permitted to study independently and not be forced to participate in all class activities	0	0.0	5	20.8	15	62.5	4	16.7	0	0.0	5	18.5	15	55.6	5	18.5
All any teacher can do is identify the levels of pupils in any given subject or area and try to teach them from this base point.	2	8.3	1	4.2	16	66.7	5	20.8	2	7.4	5	18.5	15	55.6	4	14.8

7) Instructional media would appear to be used according to the following order of frequency:

Textbooks
Workbooks
ITV
Charts/Graphics
Filmstrips
Models and Manipulative Materials
Audio Tapes
Video Tapes
Instructional Films

8) Table 20 provides a profile of inconsistency; that is, the responses show rather strong agreement with all three statements even though the first and third statements represent opposing points of view.

Interpretations of total high school teacher group response?

1) Adopted textbooks provide the principal planning source for instruction.

2) The high school teachers seem to focus their instruction on having all pupils attempt to learn the same information or skills, though there seems to be some acceptance of individual learning abilities.

3) Written lesson plans are the rule in planning for instruction, though there seems to be little use made of pupil records in devising such lesson plans.

4) Unlike the elementary teachers, the high school teachers appear to make little use of sub-grouping in the classroom.

5) What sub-grouping there is would seem to be accomplished by considering the capability of students to study independently, by teacher diagnosis of achievement, and according to the interests of pupils.

6) The daily assignment, followed by class discussion, would seem to be the principal instructional model employed in this school.

7) Instructional media would appear to be used according to the following frequency:

Textbooks
Charts/Graphics
Models or Manipulative Materials
Filmstrips
ITV
Workbooks
Films
Audio Tapes
Video Tapes

8) There seems to be rather strong agreement with the subdivision of subject-matter content into grade level compartments.

THE PROGRAM OF THE FORT GAY-THOMPSON SCHOOLS

Fort Gay High School

What courses are offered?

According to standards published by the West Virginia Department of Education,* each secondary school in West Virginia shall offer a minimum of 26 units of course work in the senior high and those junior high schools which are affiliated with it. These 26 units are to be distributed among eight fields: (1) language arts, (2) science, (3) mathematics, (4) social studies, (5) foreign languages, (6) fine arts, (7) practical arts, and (8) health and physical education. Fort Gay High School readily fulfills these requirements, offering considerably in excess of 26 units which are distributed among all eight fields.

The course offerings, classified by fields, are as follows:

LANGUAGE ARTS

Course Title	No. of Sections
English (7th grade)	4
English (8th grade)	5
English (9th grade)	3
English (10th grade)	3
English (11th grade)	3
English (12th grade)	3
Journalism (yearbook and newspaper)	2
Speech I	1
Broadcast-TV	1
Remedial Reading (7th grade)	3
Remedial Reading (9th grade)	2
Remedial Reading (grades 7-12)	2
Remedial Reading (grades 10-12)	2
Basic Education Reading (grades 7-8)	2
Basic Education Reading (9th grade)	1
Basic Education Reading (grades 10-11)	1
Basic Education Spelling and English (gr. 7-9)	1
Basic Education English (9th grade)	1

Total Courses = 9 plus 4 remedial and
5 basic educ. courses
Total Sections = 40

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*Secondary Schools Standards for Classification, 1966, Bureau of Instruction and Curriculum, State Capitol, Charleston, West Virginia, p. 10.

SCIENCE

Course Title	Number of Sections
Science (7th grade)	3
Science (7-8th grades)	1
Science (8th grade)	3
Basic Biology (9th grade)	2
Biology (10th grade)	3
Advanced Biology	1
Physics	1
Chemistry	1

Total Courses = 7
Total Sections = 15

MATHEMATICS

Mathematics (7th grade)	3
Mathematics (7-8th grades)	1
Mathematics (8th grade)	3
Mathematics (9th grade)	2
Mathematics (10th grade)	2
Algebra I	2
Algebra II	1
Plane Geometry	1
Advanced Mathematics	1
Basic Ed. Math (9th grade)	1
Basic Ed.Math (Grades 10, 11, 12)	1

Total Courses = 8 plus 2 basic ed courses
Total Sections = 18

SOCIAL STUDIES

Social Studies (7th grade)	3
American Studies I	3
American Studies II	3
World Cultures I	3
West Va. History (8th grade)	3
Basic Ed. American Studies I	1

Total Courses = 5 plus 1 basic ed course
Total Sections = 16

FOREIGN LANGUAGES

Spanish (7th grade)	1

Total Courses = 1
Total Sections = 1

FINE ARTS

Course Title	Number of Sections
Art (7th grade)	1
Art I	3
Art II	1
Music Appreciation (8th grade)	3
Chorus	2
Beginning Band	2
Band	1
Individual Instruction (instrumental)	3

Total Courses = 7 plus
individual instruction
Total Sections = 16

PRACTICAL ARTS

Vocational Agriculture I	1
Vocational Agriculture II, III	1
Farm Mechanics	1
Typing I	3
Typing II	2
Shorthand I	1
Office Practice	2
General Business	1
Bookkeeping	1
Business Law	1
Metal Fabrication I	1
Metal Fabrication II	1
Auto Mechanics I	1
Driver Education	3
Basic Ed Auto Mechanics (grades 10-12)	1
Basic Ed Building Maintenance (grades 10-12)	1
Basic Ed Furniture Refinishing (9th grade)	1
Basic Ed General Vocational Educ (grades 7-8)	1
Basic Ed Home Economics (grades 7-8)	1
Basic Ed Home Economics I (9th grade)	2
Basic Ed Home Economics II (grades 10-12)	1
Basic Ed Home Economics III (grades 10-12)	1

Total Courses = 14 plus 8 basic ed courses
Total Sections = 29

HEALTH AND PHYSICAL EDUCATION

Girls Phys Ed (7th grade)	1
Girls Phys Ed (8th grade)	1
Girls Phys Ed (grade 9)	1
Girls Phys Ed	3
Boys Phys Ed (7th grade)	1
Boys Phys Ed (8th grade)	1
Boys Phys Ed (9th grade)	1
Boys Phys Ed	3

Total Courses = 8
Total Sections = 12

To recapitulate, Fort Gay High School offers 59 courses, exclusive of four remedial reading courses and 16 basic education courses, for a grand total of 79. The school's most extensive offerings are in the fields of practical arts, language arts, and mathematics. The least adequate array of courses is in the area of foreign languages, where only one course in Spanish is available. Social studies and science offerings are perhaps next-most in need of expansion.

Actually, two units in foreign languages are recommended by the State for college-bound students. In this respect, then, the Fort Gay curriculum is deficient. Required courses for college-bound students in West Virginia high schools and the number of units specified are: English,4; science, 2; mathematics, 2; social studies, 3; and health and physical education, 1. Fort Gay High School does indeed afford offerings sufficient to meet State standards in all these required areas with one possible exception, namely health and physical education. The school's schedule of classes lists physical education courses; however, no health courses or combination health/physical education courses are listed. This, therefore, is one deficiency in course offerings--unless, possibly, this requirement is circumvented legally via the inclusion of health instruction in biology courses. This aspect of the curriculum, then, in tandem with foreign languages, recommends itself for further study and consideration. One caveat, however, it should be made explicit that Fort Gay's deficiency in foreign language offerings constitutes only a failure to meet State recommendations; it does not constitute a failure to meet State requirement. Nevertheless, Fort Gay should be loath to fall short of State recommendations.

Efforts to meet the needs of the less academically able students in grades 7-12 are in ample evidence. For example, basic education courses are available in reading, spelling, English, mathematics, home economics, building maintenance, furniture refinishing, auto mechanics, general vocational education, and American studies. Also, the existence of remedial reading instruction for all six secondary grades is commendable. One could inquire, though, whether a commensurate effort has been made to provide acceleration and/or enrichment for the academically talented students. Of course, such courses as advanced biology and advanced mathematics are indicative of some accomplishment in this regard.

How is the school day structured?

At Fort Gay High School, the typical class period is 53 minutes in length, inclusive of time spent in passing between classes. Thus, classes meeting five days per week are in session 265 minutes weekly, providing more than the minimum 225 minutes-per-week generally required by the State. However, the State requires that an average of at least 275 minutes per week be scheduled for laboratory courses and for such courses as music, industrial arts, typewriting, homemaking and agriculture.*

Fort Gay High does not appear to provide the 275 minutes per week required for some such courses as typewriting, chemistry, physics, agriculture, home economics, and art. Specifically, Fort Gay falls short of the minimum time allotment by ten minutes per week--even if one includes the time spent passing between classes as part of the time classes are in session. One would, however, be remiss not to point out that some courses, such as auto mechanics, for instance, are allotted more than the typical 53 minutes per day at Fort Gay.

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*Op. cit., p. 12.

At risk of extending this report beyond its intended purpose--namely, to provide baseline information for future evaluation purposes, the options which would appear to be available for dealing with certain problems at this point in time are discussed briefly, the options being regarded as "baseline data" which may change in the future.

What options exist for schedule problems?

How, then, might Fort Gay High's daily schedule be modified to provide the 275 minutes in session per week that the State requires for certain specified courses? One possible way would be to lengthen class periods by reducing the number of class periods in the day from seven to six. This, however, is not desirable, as it would surely result in a reduction in the number of units (courses) offered--unless staff were increased appreciably.

Increasing the length of the school day to provide longer class periods appears to be one possible solution, for West Virginia's teachers can be assigned up to 6½ hours per day of classroom teaching, study hall, homeroom, or co-curricular activities. Since homeroom period begins at 8:26 a.m., seventh period ends as 3:18 p.m., and lunch period is 27 minutes in duration, Fort Gay High's faculty are on duty six hours and 25 minutes per day, exclusive of lunch period. They are, therefore, already on duty 10 minutes per day more than the State permits. Yet since each teacher has a 53 minute planning period, it would appear that faculty could be required to be on duty as much as 43 additional minutes per day than is now the case. Unfortunately, the fact that some Fort Gay students commute long distances by bus appears to mitigate against extending the school day.

In view of the preceding considerations, modular scheduling recommends itself as possibly the most feasible solution. A suggestion at this point is, that serious consideration be given the advantages of additional departures from the current 53-minute class periods at Fort Gay High School, it being so clearly evident that certain courses lend themselves to class periods of longer duration than do other courses. Lecture and discussion periods, for example, do not generally need to be so lengthy as laboratory periods.

What need for curricular revision exists?

It is an accepted fact that the curricula of America's schools are in need of a constant, cyclical process of evaluation and concomitant revision. Such revision should include periodic addition and deletion of courses and it should likewise encompass frequent addition, deletion, and re-structuring of the content of all courses.

Fort Gay High School's curriculum is probably more in need of the latter aspect of revision. Particularly is this apparent when one becomes cognizant that outlines of course content which have been prepared by local staff are not commonly observed at Fort Gay High. (The English department reportedly has done some work in this area.) Hence, it is likely quite tempting for the individual instructor to include that content, and only that content, which is in the text adopted for that particular course without due regard for its relevancy. Obviously, no one textbook is likely to be suited in its entirety to a given local situation. The problem appears to recommend that Fort Gay High's staff cooperatively develop syllabi for all courses. Included in such syllabi should be appropriate course objectives as well as outlines of suggested course content tailored specifically to the local situation.

What extra-class activities are available for students?

Ideally, an integral part of any school's curriculum is the various extra-class activities. Students at Fort Gay High School may avail themselves of more than 30 such activities. An enumeration of extra-class offerings afforded during the 1971-72 and 1972-73 school years and the number of participants in each (by grade level), as indicated by students' self-reports, follows:

TALLY SHEET

LIST OF ACTIVITIES

Activity	Seventh Grade	Eighth Grade	Freshman	Sophomore	Junior	Senior
Art Club	8	21	10	11	6	6
Boy Scouts	4	3	2	3		2
Broadcast-Speech	14	1*	1	14	13	14
Cheerleading	4	9	2	7	4	4
Chess Club	4	4	6	3	2	3
Chorus	14	18 1*	14	29 1*	13 1*	18
F.F.A.	4		10	5	2	8
F.H.A.	7	1	2	7	5	8
F.T.A.	4				5	4
Journalism	2		3	5 2*	7	11
Marching Band	20	13	6	17 1*	15 2*	11
Pep Club	23	16	14	22	9	10
Spanish Club	5		8	5		
Stage Band	4	1		5 4*	13 2*	5 1*
Student Counc	5	7	4	5	6	10
Varsity Club	11	10	6	7	11	4
Woodworking	11	5	8	6	9	2
4-H Club	22	5	4	1	1	6
Boys' Athletics	16	6		5		
Baseball Club	2					
Science Club	4					
Beta Club	2					
French Club				2	1	3
Welding					1	
Typing				2		
Auto Mechanic				1	1	1
Nat'l. Honor Society					4	10
Majorette			1	1	3	3
All-Area Band						2
Queen Cand.						2
Jr. Usher						3
Girls' Athletic teams	13					

* Observed only.

Of considerable import in ascertaining the adequacy of students' extra-class involvement is the number of activities in which each individual pupil is involved. At Fort Gay High, the mean number of activities in which seventh graders actively participate is 2.2, while the average number of activities which they observe without participating is .3. Eighth grade pupils likewise actively participate in 2.2 activities on the average, but they observe only .1 activities. Somewhat less involvement is apparent in the ninth grade where pupils actively participate in 2.0 activities and observe zero activities on the average. Tenth graders ostensibly show more enthusiasm for extra-class activities than do seventh, eighth, and ninth graders, although their means of 2.5 for active participation and .2 for observation are only slightly elevated. Surprisingly, eleventh graders show a regression in involvement with means of 2.1 and .2 for active participation and observation, respectively. In accordance with one's intuitive expectations, the seniors, with respective means of 3.4 and .1, far surpass their nearest competitors, the sophomores, in active participation.

It should be noted that the comparisons just made are not on the basis of variations among the groups which demonstrate differences at statistically significant levels. While the differences may reasonably be regarded as "straws in the wind," it should be admitted that they might have occurred "by accident." The figures offered here are primarily for future comparisons to determine whether or not changes actually take place.

REPORTS BY FORT GAY HIGH SCHOOL STUDENTS OF THEIR PARTICIPATION IN EXTRA-CLASS ACTIVITIES

Grade 7

Student Code No.	Number of Activities in which Student Actively Participated	Number of Activities in which Student was Involved as Observer	Total Number of Activities
7 - 1	0	0	0
7 - 2	1	0	1
7 - 3	1	0	1
7 - 4	2	0	2
7 - 5	4	0	4
7 - 6	2	0	2
7 - 7	2	0	2
7 - 8	0	0	0
7 - 9	2	0	2
7 - 10	2	0	2
7 - 11	1	0	1
7 - 12	1	0	1
7 - 13	1	0	1
7 - 14	0	0	0
7 - 15	1	0	1
7 - 16	1	0	1
7 - 17	3	0	3
7 - 18	4	0	4
7 - 19	2	0	2
7 - 20	0	0	0
7 - 21	2	1	3
7 - 22	3	0	3
7 - 23	3	0	3
7 - 24	2	0	2
7 - 25	0	0	0
7 - 26	3	1	4
7 - 27	4	1	5
7 - 28	6	0	6
7 - 29	5	1	6
7 - 30	1	0	1
7 - 31	1	0	1
7 - 32	2	0	2
7 - 33	0	0	0
7 - 34	2	1	3
7 - 35	4	0	4
7 - 36	4	0	4
7 - 37	1	0	1
7 - 38	1	1	2
7 - 39	2	1	3
7 - 40	1	0	1
7 - 41	2	0	2
7 - 42	3	0	3
7 - 43	1	0	1
7 - 44	0	0	0
7 0 45	2	0	2
7 - 46	1	0	1

Continued

Continued

Student Code No.	Number of Activities in which Student Actively Participated	Number of Activities in which Student was Involved as Observer	Total Number of Activities
7 - 47	1	0	1
7 - 48	1	0	1
7 - 49	1	0	1
7 - 50	1	0	1
7 - 51	1	0	1
7 - 52	5	0	5
7 - 53	1	0	1
7 - 54	5	1	6
7 - 55	3	0	3
7 - 56	6	1	7
7 - 57	2	1	3
7 - 58	3	1	4
7 - 59	2	0	2
7 - 60	2	1	3
7 - 61	0	1	1
7 - 62	3	1	4
7 - 63	4	2	6
7 - 64	2	3	5
7 - 65	3	2	5
7 - 66	0	0	0
7 - 67	4	0	4
7 - 68	4	1	5
7 - 69	1	0	1
7 - 70	2	0	2
7 - 71	1	0	1
7 - 72	1	0	1
7 - 73	9	0	9
7 - 74	5	0	5
7 - 75	4	1	5
7 - 76	2	0	2
TOTALS	165	23	188
MEANS	2.2	.3	2.5

REPORTS BY FORT GAY HIGH SCHOOL STUDENTS OF THEIR PARTICIPATION IN EXTRA-CLASS ACTIVITIES

Grade 8

Student Code No.	Number of Activities in which Student Actively Participated	Number of Activities in which Student was Involved as Observer	Total Number of Activities
8 - 1	4	0	4
8 - 2	4	0	4
8 - 3	5	0	5
8 - 4	5	0	5
8 0 5	3	0	3
8 - 6	2	0	2
8 - 7	0	0	0
8 - 8	0	0	0
8 - 9	0	0	0
8 - 10	0	0	0
8 - 11	2	0	2
8 - 12	2	0	2
8 - 13	1	0	1
8 - 14	4	0	4
8 - 15	2	0	2
8 - 16	1	0	1
8 - 17	2	0	2
8 - 18	0	0	0
8 - 19	0	0	0
8 - 20	5	0	5
8 - 21	0	0	0
8 - 22	1	0	1
8 - 23	0	0	0
8 - 24	0	0	0
8 - 25	0	0	0
8 - 26	3	0	3
8 - 27	1	0	1
8 - 28	2	0	2
8 - 29	1	0	1
8 - 30	1	0	1
8 - 31	1	0	1
8 - 32	1	0	1
8 - 33	1	0	1
8 - 34	3	0	3
8 - 35	2	0	2
8 - 36	1	0	1
8 - 37	1	0	1
8 - 38	1	0	1
8 - 39	1	0	1
8 - 40	2	0	2
8 - 41	0	0	0
8 - 42	0	0	0
8 - 43	5	0	5
8 - 44	6	2	8
8 - 45	0	0	0
8 - 46	1	1	2

Continued

Continued

Student Code No.	Number of Activities in which Student Actively Participated	Number of Activities in which Student was Involved as Observer	Total Number of Activities
8 - 47	6	0	6
8 - 48	5	0	5
8 - 49	2	0	2
8 - 50	0	1	1
8 - 51	0	0	0
8 - 52	8	0	8
8 - 53	8	0	8
8 - 54	3	0	3
8 - 55	2	0	2
8 - 56	3	0	3
8 - 57	1	0	1
8 - 58	5	0	5
8 - 59	4	0	4
8 - 60	2	0	2
8 - 61	2	0	2
8 - 62	4	0	4
8 - 63	5	0	5
TOTALS	137	4	141
MEANS	2.2	.1	2.2

REPORTS BY FORT GAY HIGH SCHOOL STUDENTS OF THEIR PARTICIPATION IN EXTRA-CLASS ACTIVITIES

Grade 9

Student Code No.	Number of Activities in which Student Actively Participated	Number of Activities in which Student was Involved as Observer	Total Number of Activities
9 - 1	3	1	4
9 - 2	0	0	0
9 - 3	7	2	9
9 - 4	3	0	3
9 - 5	4	0	4
9 - 6	1	0	1
9 - 7	2	0	2
9 - 8	3	0	3
9 - 9	1	0	1
9 - 10	2	0	2
9 - 11	0	0	0
9 - 12	1	0	1
9 - 13	0	0	0
9 - 14	1	0	1
9 - 15	2	0	2
9 - 16	2	0	2
9 - 17	1	1	2
9 - 18	3	0	3
9 - 19	3	0	3
9 - 20	4	0	4
9 - 21	3	0	3
9 - 22	5	0	5
9 - 23	4	1	5
9 - 24	0	1	1
9 - 25	3	0	3
9 - 26	1	0	1
9 - 27	1	0	1
9 - 28	0	0	0
9 - 29	0	0	0
9 - 30	0	0	0
9 - 31	0	0	0
9 - 32	0	0	0
9 - 33	0	0	0
9 - 34	0	0	0
9 - 35	2	0	2
9 - 36	2	0	2
9 - 37	2	0	2
9 - 38	3	0	3
9 - 39	1	0	1
9 - 40	1	0	1
9 - 41	3	0	3
9 - 42	1	0	1
9 - 43	3	0	3
9 - 44	2	0	2
9 - 45	4	0	4
9 - 46	4	0	4

Continued

Continued

Grade 9

Student Code No.	Number of Activities in which Student Actively Participated	Number of Activities in which Student was Involved as Observer	Total Number of Activities
9 - 47	7	0	7
9 - 48	4	0	4
9 - 49	1	0	1
9 - 50	0	0	0
9 - 51	1	0	1
9 - 52	1	0	1
9 - 53	3	0	3
9 - 54	0	0	0
9 - 55	0	0	0
9 - 56	1	2	3
9 - 57	2	0	2
9 - 58	2	0	2
9 - 59	10	0	10
TOTALS	120	8	128
MEANS	2.0	.0	2.2

REPORTS BY FORT GAY HIGH SCHOOL STUDENTS OF THEIR PARTICIPATION IN EXTRA-CLASS ACTIVITIES

Grade 10

Student Code No.	Number of Activities in which Student Actively Participated	Number of Activities in which Student was Involved as Observer	Total Number of Activities
10 - 1	2	0	2
10 - 2	0	0	0
10 - 3	3	0	3
10 - 4	4	0	4
10 - 5	6	1	7
10 - 6	4	0	4
10 - 7	1	3	4
10 - 8	1	0	1
10 - 9	2	0	2
10 - 10	3	0	3
10 - 11	0	0	0
10 - 12	5	0	5
10 - 13	3	0	3
10 - 14	1	0	1
10 - 15	0	0	0
10 - 16	2	0	2
10 - 17	7	0	7
10 - 18	2	0	2
10 - 19	6	0	6
10 - 20	2	0	2
10 - 21	0	0	0
10 - 22	3	3	6
10 - 23	1	0	1
10 - 24	4	0	4
10 - 25	1	0	1
10 - 26	0	0	0
10 - 27	0	0	0
10 - 28	2	0	2
10 - 29	5	0	5
10 - 30	2	0	2
10 - 31	3	0	3
10 - 32	4	0	4
10 - 33	2	0	2
10 - 34	1	0	1
10 - 35	2	0	2
10 - 36	1	0	1
10 - 37	3	2	5
10 - 38	4	1	5
10 - 39	4	0	4
10 - 40	1	1	2
10 - 41	5	0	5
10 - 42	3	0	3
10 - 43	3	0	3
10 - 44	2	0	2
10 - 45	5	0	5
10 - 46	4	0	4

Continued

Continued

Grade 10

Student Code No.	Number of Activities in which Student Actively Participated	Number of Activities in which Student was Involved as Observer	Total Number of Activities
10 - 47	0	0	0
10 - 48	3	0	3
10 - 49	4	1	5
10 - 50	2	0	2
10 - 51	2	0	2
10 - 52	1	0	1
10 - 53	3	0	3
10 - 54	3	0	3
10 - 55	3	0	3
10 - 56	0	0	0
10 - 57	2	0	2
10 - 58	0	0	0
10 - 49	4	0	4
10 - 60	3	0	3
10 - 61	4	0	4
10 - 62	2	0	2
10 - 63	1	0	1
10 - 64	1	0	1
TOTALS	157	12	169
MEANS	2.5	.2	2.6

REPORTS BY FORT GAY HIGH SCHOOL STUDENTS OF THEIR PARTICIPATION IN EXTRA-CLASS ACTIVITIES

Grade 11

Student Code No.	Number of Activities in which Student Actively Participated	Number of Activities in which Student was Involved as Observer	Total Number of Activities
11 - 1	1	0	1
11 - 2	0	1	1
11 - 3	2	0	2
11 - 4	0	0	0
11 - 5	4	0	4
11 - 6	1	0	1
11 - 7	1	0	1
11 - 8	1	1	2
11 - 9	0	0	0
11 - 10	6	1	7
11 - 11	4	0	4
11 - 12	2	0	2
11 - 13	0	0	0
11 - 14	1	0	1
11 - 15	2	0	2
11 - 16	1	0	1
11 - 17	1	0	1
11 - 18	2	0	2
11 - 18	2	0	2
11 - 19	0	0	0
11 - 20	0	1	1
11 - 21	1	0	1
11 - 22	1	0	1
11 - 23	2	0	2
11 - 24	1	0	1
11 - 25	0	1	1
11 - 26	2	0	2
11 - 27	4	0	4
11 - 28	3	2	5
11 - 29	1	0	1
11 - 30	2	0	2
11 - 31	1	0	1
11 - 32	0	0	0
11 - 34	0	0	0
11 - 35	3	0	3
11 - 36	0	0	0
11 - 37	7	0	7
11 - 38	2	0	2
11 - 39	3	0	3
11 - 40	7	0	7
11 - 41	3	0	3
11 - 42	6	0	6
11 - 43	3	0	3
11 - 44	4	1	5
11 - 45	4	1	5
11 - 46	2	1	3

Continued

Continued

Grade 11

Student Code No.	Number of Activities in which Student Actively Participated	Number of Activities in which Student was Involved as Observer	Total Number of Activities
11 - 47	1	0	1
11 - 48	1	0	1
11 - 49	1	0	1
11 - 50	4	0	4
11 - 51	3	0	3
11 - 52	5	0	5
11 - 53	3	1	4
11 - 54	4	1	5
11 - 55	2	1	3
11 - 56	3	0	3
11 - 57	1	1	2
11 - 58	1	0	1
11 - 59	5	0	5
11 - 60	2	1	3
11 - 61	1	0	1
11 - 62	2	0	2
11 - 63	1	0	1
TOTALS	131	15	146
MEANS	2.1	.2	2.3

REPORTS BY FORT GAY HIGH SCHOOL STUDENTS OF THEIR PARTICIPATION IN EXTRA-CLASS ACTIVITIES

Grade 12

Student Code No.	Number of Activities in which Student Actively Participated	Number of Activities in which Student was Involved as Observer	Total Number of Activities
12 - 1	4	0	4
12 - 2	5	0	5
12 - 3	1	1	2
12 - 4	7	0	7
12 - 5	8	1	9
12 - 6	10	0	10
12 - 7	14	0	14
12 - 8	13	0	13
12 - 9	7	1	8
12 - 10	3	0	3
12 - 11	7	0	7
12 - 12	1	0	11
12 - 13	4	2	6
12 - 14	1	0	1
12 - 15	1	0	1
12 - 16	11	0	11
12 - 17	4	0	4
12 - 18	0	0	0
12 - 19	1	0	1
12 - 20	0	1	1
12 - 21	4	0	4
12 - 22	4	0	4
12 - 23	1	0	1
12 - 24	0	0	0
12 - 25	1	0	1
12 - 26	2	0	2
12 - 27	2	0	2
12 - 28	2	0	2
12 - 29	0	0	0
12 - 30	4	0	4
12 - 31	1	0	1
12 - 32	2	0	2
12 - 33	1	0	1
12 - 34	0	0	0
12 - 35	0	0	0
12 - 36	1	0	1
12 - 37	2	0	2
12 - 38	0	0	0
12 - 39	1	0	1
12 - 40	1	0	1
12 - 41	3	0	3
12 - 42	0	0	0
12 - 43	2	0	2
12 - 44	4	0	4
12 - 45	1	0	1
TOTALS	151	6	157
MEANS	3.4	.1	3.5

Is involvement wide or narrow?

One could readily conclude from the mean figures on extra-class participation that Fort Gay High's students are adequately involved in extra-class activities. Unfortunately, closer scrutiny results in a less optimistic appraisal. It is the case that a few students, by participating in many activities, tend to inflate the means. Of far more serious concern should be the finding that 7 seventh graders, 14 eighth graders, 13 ninth graders, 9 tenth graders, 8 eleventh graders, and 7 twelfth graders reported they were neither active participants nor observers of any extra-class activities whatsoever.

If a recommendation were to be made concerning Fort Gay High School's program of extra-class activities at this point, it would appear intensive efforts should be exerted to involve every student in at least one (and preferably more) extra-class activity. These efforts especially need to be focused on eighth- and ninth-grade students. It will be recalled that the mean number of activities in which ninth graders were actively involved (2.0) was the lowest of any grade, while the 14 eighth graders and 13 ninth graders who were not involved in a single activity indicated that these two grades had the greatest incidences of non-involvement.

A second recommendation might be that more detailed guidelines for extra-class activities now extant be formulated. Included in such guidelines might be the general goals, purposes, and anticipated scope of each activity; the requirements (if any) for membership or participation on the part of the student; procedures to be adhered to in making budgets, raising funds to support activities, banking funds, and expending monies; the extent and nature of guidance and/or control of members and their activities to be exercised by faculty sponsors; and acceptable times and places for meetings.

Although the desideratum of 100% participation in extra-class activities is not being achieved at Fort Gay High School, the staff and present administration are to be commended for their evident attempts to provide a range of activities so broad as to provide something appropriate for each student.

Program of Thompson Elementary School

Curriculum

What courses are taught at Thompson School?

The following courses are designated by the West Virginia Board of Education as required to be taught in all public elementary schools:*

- Arithmetic (K-8)
- Art (K-8)
- Language Arts
  - English (3-8)
  - Reading (K-8)
  - Spelling (2-8)
  - Writing (1-8)
- Health (K-8)
- Science (K-8)
  - or
- Science-Health in Combination (K-8)
- Music (K-8)
- Physical Education (K-8)
- Social Studies (K-8)

Additionally, the following courses are designated as optional subjects which may be taught in the elementary schools:

- Agriculture
- Handicrafts
- Household Arts
- Modern Foreign Language
- Applied Music

Scrutiny of the daily schedules of the Thompson Elementary School teachers reveals that all subjects required by the State Board are being taught with one possible exception, namely health. Only one teacher, the fourth grade, has specifically listed health on the daily schedule. Hopefully, the other teachers are teaching science-health in combination, as is permitted by the State while listing it on their respective schedules as science.

None of the courses the State has designated as optional are being taught at Thompson. Of particular concern should be the absence of instruction in instrumental music which is available to students at

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*Standards for Classification, Elementary Schools, West Virginia State Department of Education, State Capitol, Charleston, West Virginia, April 1972, p. 4.

Fort Gay Elementary who go to the high school building for this instruction. Some provision should be made for Thompson students to have access to instrumental instruction.

A positive aspect of the curricular offerings at Thompson is a basic education unit. Pupils in this unit generally have IQ's of 70 or below and are more than one year below expected grade level on achievement test scores. A further positive aspect of the curriculum is remedial instruction in reading and mathematics for all grades. Remedial reading is taught by a teacher who devotes the entire school day to this task. Remedial math instruction is by the kindergarten teacher who spends the afternoons at this task, as her kindergarten pupils' school day ends at 12:30 p. m.

What is the organizational pattern at Thompson School?

Thompson's student body of 156 pupils includes kindergarten through grade six. The self-contained classroom is the basic organizational plan for all grades. There is one section of each grade. Insofar as pupil-teacher ratio is concerned, this organizational pattern appears suitable for Thompson. The number of pupils enrolled in each grade during the spring semester of the 1972-73 school year was as follows:

Kindergarten - 20
Grade 1 - 22
Grade 2 - 24
Grade 3 - 20
Grade 4 - 15
Grade 5 - 17
Grade 6 - 23
Basic Education - 15

Art and vocal music instruction represent modifications of the self-contained classroom pattern of organization, as do the remedial math and reading instruction mentioned previously. An itinerant art teacher visits Thompson one day per week, providing instruction at each grade level. Art periods for the upper grades last one hour, while those for the lower grades are approximately 40 minutes in length. Vocal music instruction is by a second itinerant teacher whose schedule is similar to that of the art teacher. For the fifth and sixth grades, two visiting teachers conduct physical education classes on Friday. The absence of a gymnasium must surely hamper instruction in physical education when weather conditions are unfavorable.

The principal at Thompson reports that teachers do practice intra-class grouping to better tailor instruction to the needs of the pupils. Especially is this true in math and reading.

Two aides are available and assist in kindergarten and lower grades.

What curriculum guides exist?

Written courses of study prepared by local personnel do not exist; only such materials of this nature as are furnished by various book companies are available. Thompson does have a very idealistic, written school philosophy, and teachers are required to prepare daily lesson plans.

What extra-class activities are available?

The extra-class program appears to be one of the weakest aspects of the curriculum at Thompson School. Only one such activity, the 4-H Club, is afforded students.

Program of Fort Gay Elementary School

Curriculum

What courses are offered?

The subjects taught at Fort Gay Elementary are, of course, essentially the same as those at Thompson Elementary. Health, however, is listed on the daily schedules of more than half the teachers in contrast to only one at Thompson Elementary.

The following subjects are taught at each grade level:

- Arithmetic
- Art
- Language Arts
    - English
    - Reading
    - Writing
    - Spelling
- Science
- Music (Vocal)
- Physical Education
- Social Studies

Additionally, Fort Gay Elementary students have access to instruction in instrumental music for which they may go to Fort Gay High School. A basic education unit, remedial instruction in math and reading at all grade levels, and speech therapy are available.

What is the organizational pattern?

Fort Gay Elementary's student body is composed of grades K-6. There are 41 pupils in kindergarten. These pupils are instructed by one teacher with the assistance of two aides. The first grade, with 75 pupils, is divided into three sections of 24, 24, and 27 pupils respectively. The second grade's 68 pupils are in two sections of 34 pupils each. Fifty-six third-grade pupils are divided into two sections of 28 each. In the fourth grade, there is one section of 26 pupils and one section of 28 pupils, making a total of 54. There are three sections of fifth graders, composed of 23, 24, and 24 students each. Two sections with memberships of 25 and 27 comprise the sixth grade. The pupil/teacher ratio of 34:1 in the second grade is a bit high.

At each grade level, except the fifth, the organizational pattern is essentially the self-contained classroom with art and vocal music being taught by itinerant teachers. Also, students are taken from the regular classrooms for instruction by the remedial reading and math teachers and for speech therapy.

The fifth grade is departmentalized. One instructor teaches language arts, a second science and spelling, and the third mathematics and social studies.

What extra-class activities are available?

Extra-class activities afforded Fort Gay Elementary's students are 4-H Club, West Virginia Club (grades 5-6), and Boy Scouts. The scouts meet at the high school, and this activity is supervised by a high school faculty member.

Guidance Services for Elementary Schools

Guidance services are an integral part of the curriculum of the Fort Gay High School. Counselors are available to provide all basic guidance services with particular emphasis on educational and vocational planning.

At the elementary level, the responsibility for guidance services rests with the principals and teachers of the schools. If the services and resources of the central office staff are properly utilized by the principals and teachers, the elementary schools can have a comprehensive guidance program. For instance, the central office can provide the following services:

1) Organization and supervision of the State-County Testing program.
2) Organization and supervision of the County Testing program.
3) Provision and/or administration of special tests.
4) Supervision or administration of all special aptitude tests.
5) Scoring of test results.
6) Evaluation of test results.
7) Referral services (psychological, physical, welfare).
8) Assistance in providing transitional services (orientation day).
9) Assistance as needed in placement services.
10) Provide group counseling.
11) Provide educational and occupational information.
12) Research and statistical services.

SCHOOL PLANT

The primary purpose of a school plant is to provide housing within which educational programs can be conducted. Conceptually, school buildings should link educational and human objectives with shelter and services into a coherent effect. Of course, it is also desirable that the buildings be as safe, comfortable, and attractive as possible. In assessing the school plants of the Fort Gay-Thompson areas, the study team followed criteria that considered site location and development, sanitary facilities, building construction, classroom space, special rooms, supportive facilities, and health and safety features as well as general adaptability to the educational programs. No attempt was made by the study team to compare facilities with other schools within Wayne County. Rather, the concern of the team was whether adequate school plants were being provided to meet the educational needs of the students. The following descriptions of the school buildings of the Fort Gay-Thompson area are brief abstracts taken from data collected by on-site inspections.

Fort Gay High School

Fort Gay High School houses grades 7 through 12. Total enrollment as of the end of school year 1972-73 was 540.

Site

The main school buildings are located on a site of about one acre. The school faces a main traffic artery and is adjacent to a secondary street. Students cross this secondary street when moving from the main building to either the gymnasium or art building. The front lawn is grass-covered, but areas between the buildings are not. There are a few low places where water collects. Nine additional acres, including a football field with bleachers, are located nearby.

Main Building

This two-story structure was built in 1931. The exterior walls of the building are of brick, and the interior walls are of solid masonry with ceramic brick overlays in the halls. The hall floors are concrete and the classroom floors wooden. The ceilings are plaster covered. Interior stairs (located in the center of the building) are made of concrete, with metal edges on each step. At each end of the building, an exterior metal stairway is provided. Exterior double doors are provided with safety glass and inside panic hardware. The classroom doors are wooden with a small glass panel, open outward, and are inset 20 inches. The flat roof is built up of fire resistant materials. The lighting is both fluorescent and incandescent. Some of the rooms with incandescent lighting measured as low as five foot-candles. Only two restrooms, one for the boys and one for the girls, are provided. A cold water fountain, with one bubbler, is found on both the first and second floors. A gas-fired furnace, located centrally, heats the building. The water supply and the sewage disposal are connected to the city system. In case of fire, two water hoses (connected to large spigots) are provided on each floor. A stored pressure fire extinguisher is located on the first floor, and a chemical fire extinguisher is found on the second floor. An electric fire alarm system is provided. By virtue of both the outside and the inside walls being masonry, and the classroom floors being wooden, a "chimney effect" could be produced during a fire. That is, drafts would be created which would flow from the halls to the classroom windows, producing rapid burning of the wooden floors.

Located on the first floor of the building are 6 classrooms, boys' and girls' restrooms, the administrative offices, and a gym with a stage that is no longer put to use. On the second floor are 9 classrooms, a library, a guidance office, and 2 teacher lounges.

Gymnasium

This physical education facility was constructed in 1967. The exterior walls of the building are of concrete blocks with parts of the building overlaid with mason stone for increased aesthetic appeal. The inside walls are also of concrete blocks. The stairway leading from the gymnasium to the classroom is of metal. Those leading to the dressing rooms are of concrete. The ceiling and roof are built up of fire-resistant materials. The window frames are metal, and windows are tinted. There are 4 exits, each having double doors with inside panic hardware. The gymnasium floor measures approximately 7,268 square feet. The pull-out bleachers will seat approximately 800 spectators. There is only one storage room, measuring about 72 square feet. The building is heated by a gas burning furnace. The water supply and sewage disposal systems are connected to the city system. There is an electric fire alarm system. There is one water fountain in the gymnasium. The boys' dressing facility contains a 64-square-foot community shower room with 9 shower heads. The restroom contains three lavatories, two urinals, and one water closet. Two hundred and eighty seven lockers are provided in a room with 495 square feet of space. The dressing facility for the girls is comparable. The 864 square-foot classroom above the lobby is used for classes.

Other Buildings

The industrial arts, vocational agriculture, and band buildings have exterior and interior walls of concrete blocks, dry wall ceilings, and concrete floors.

The art building has been converted from a residence. It is a wooden frame building with wooden floors and a shingle roof.

Conclusions

The hodge-podge assortment of buildings comprising the Fort Gay High School facility presents an extremely poor environment for a modern, high-quality, high school program.

The absence of a cafeteria, a too-small library, inadequate toilet and lavatory facilities, inadequate lighting in some rooms, inadequate space for equipment storage (especially in the science and art rooms) and the overall general appearance of the buildings are obvious weaknesses of the facility. The absence of any blacktop for walks or play areas is notable.

No. of Rooms	Approximate Sq. Ft. Per Room	Total Capacity @ 25 Sq. Ft. per Pupil
8	550	
2	616	
1	594	
1	572	
1	374	
1	356	
		301

SPECIAL ROOMS

Indust. Arts @ 100 Sq. Ft. per Pupil	18
Home Ec. @ 30 Sq. Ft. Per Pupil	18
Band @ 20 Sq. Ft. Per Pupil	50
Library @ 25 Sq. Ft. Per Pupil	38
Vo. Ag. Building @ 100 Sq. Ft. Per Pupil	13
Art Building @ 40 Sq. Ft. Per Pupil	46
Health Room @ 25 Sq. Ft. Per Pupil	36

Other special rooms include one teachers' lounge, one gymnasium, an old gymnasium which is virtually unused, and an administrative suite.

Total pupil capacity based on the above data is 520. The total enrollment is 540.

Fort Gay Elementary

Fort Gay Elementary houses grades K-6. Total enrollment as of the end of school year 1972-73 was 431.

Site

The main building, annex, and cafeteria are built upon a large hill. The terrain in front of the main building slopes steeply, and a hexagonal classroom structure is located at the bottom (concrete steps are provided for ascending or descending the slope). The site consists of about three acres, and has not been well landscaped. The general school area is free from traffic. Some students have to walk to the high school (approximately 100 yards) to catch the school bus.

Main Building

This three-story structure was constructed in 1927. The outside walls are of brick veneer and the inside walls are of solid masonry. The hall and stairway ceilings are of masonry, and the classroom ceilings are of sheetrock. The roof is built up of fire resistant materials. Stairway is of concrete. The stairway landing on the second floor is the hallway, into which the doors from the stairway open, a potentially hazardous arrangement in times of panic. The floors of classrooms and halls are wooden. The window frames are metal. Restroom facilities are only on the first floor. A drinking fountain with two bubblers is provided on each floor. The water supply is connected to the city system. Electrical outlets are adequate. Each room is equipped with its own individual gas heating unit. The lighting is fluorescent and measured from 15 to 35 foot-candles. Only natural light is provided in the stairway. The fire alarm system is electric, and a soda-acid fire extinguisher is found on each floor. A fire escape stairway is located at the rear of the building.

The first floor of the building contains the boys' and girls' rest rooms, an auditorium, the EPDA offices, and one classroom. The second floor consists of an art room, two classrooms, a special education classroom, and a teachers' lounge. Three classrooms, the administrative office, and a remedial reading room are located on the third floor.

Annex

The original portion of this single-story structure was built in 1955. Two additional classrooms were added in 1958. The exterior walls are of brick veneer and the inside walls are all concrete block. An 8 foot-wide hallway runs the length of the building, with an exit at each end. These double-exit doors are made of wood and have panic hardware. The ceilings are of corrugated metal. Floors are tile over concrete. The window frames are metal. Classroom doors are wooden with safety-glass panels. The doors open outward and are inset 28 inches. The heat in the original portion of the building is furnished by a gas burning furnace. Additional two rooms have individual gas heating units. The lighting is incandescent and measured from 10-20 foot-candles in the classrooms and as low as 5 foot-candles in the hall. Adequate restroom facilities are provided, and each room contains a drinking fountain and a wash basin. The fire alarm system is electric, and stored pressure fire extinguishers are found toward the ends of the halls.

Hexagonal Pod

This hexagonal pod is the first portion of a proposed open-concept elementary school. Future plans call for additional pods and a cafeteria to be added. The present pod was constructed in 1972. The outside walls are of brick veneer. Within, there are no walls separating the classroom units. (At the time of inspection, teachers had closed off the classrooms by means of sliding partitions and were not applying the open concept). The floors are of tile over concrete, and the ceilings are of accoustical tile. The roof is constructed of built-up fire-resistant materials. Each teaching unit has two doors leading to the outside. These doors are metal framed with glass panels. These panels are not of safety glass. The lighting is fluorscent and measured 40 foot-candles. The fire alarm system is electric. There is a water fire extinguisher located in each teaching unit. There are no windows. Heat and air conditioning are furnished by individual roof-top units. There are two restrooms in the building. Two teaching units share restroom facilities, which consist of a water closet and a lavatory. A drinking fountain is in each teaching unit.

Cafeteria Building

This one-room structure was built in 1954. Both inside and outside walls are of concrete blocks. The floor is tile. The roof is covered with asphalt shingles. The dining equipment within can be folded up and stored along the walls. Adequate kitchen equipment is furnished.

Conclusions

The school facility consists of a hodge-podge of buildings. The 2 newest buildings, the annex and the hexagonal pod, are adequate structures, but students in the hexagonal pod have to walk approximately 100 yards to get to the cafeteria.

The main building, constructed in 1927, is totally inadequate, and should be replaced as soon as possible. Also, blacktop areas for walks, play or parking are entirely lacking.

FORT GAY ELEMENTARY SCHOOL
PLANT CAPACITY

No. of Rooms	Approximate Sq. Ft. per Room	Total Capacity @ 30 Sq. Ft. per Pupil	Total Capacity	Enrollment	Relationship Enrollment to Capacity
4	780	26	104	110	+6
5	728	24	120	143	+23
1	700	24	24	23	- 1
3	748	25	75	75	0
1	682	23	23	25	+ 2
SPECIAL ROOMS					
Art at 40 Sq. Ft. per pupil	682	17	17		-17
Special Ed. at 30 Sq. Ft. per pupil	210	7	7	14	+ 7
Kindergarten at 40 Sq. Ft. per pupil	728	18	18	20	+ 2
Kindergarten at 40 Sq. Ft. per pupil	748	19	19	21	+ 2
Remedial Reading	210	7	7	--	- 7
TOTALS			414	431	+17

Thompson Elementary

Thompson Elementary houses grades K through 6. Total enrollment as of the end of school year 1972-73 was 130.

Site

The three-acre site is located on a secondary paved road, free from any intersections and away from heavy traffic. The general terrain of the site slopes gradually, which allows adequate drainage. Most of the site is covered with grass which wears thin in winter and produces a cleaning problem in wet weather. However, a gravelled parking lot has been provided for the staff and visitors.

Main Building

This one-story structure was built in 1957. Both the exterior and interior walls are of concrete blocks. The floors throughout are of concrete with tile overlays. Ceilings are wooden. The flat roof is covered with tar and gravel. The doors to the restrooms open inward, with the boys' restroom containing three urinals, two water closets, and two lavatories, and the girls' restroom containing five water closets and two lavatories. The 8 foot-wide halls contain 2 drinking fountains, each with 2 bubblers. The entrance and exit doors are wooden with glass panels and swing outward. They have panic bars but safety glass is not provided. The wooden classroom doors are inset two feet and open outward. Inside the classrooms, one entire side is covered by windows having metal frames and opening inward. The lighting is incandescent and measures from 17 to 25 foot-candles. The kitchen is large, containing all the necessary equipment, and has an outside exit. There is no cafeteria (an all-purpose room has been converted into classrooms).

The pupils carry their lunches from the kitchen back to their rooms. A small teachers' lounge containing a lavatory and water closet is located between the boys' and girls' restooms. The fire alarm is electric. At each end of the hall a stored pressure fire extinguisher, mounted 10 inches from the floor, is provided. The building is heated by a furnace which is coal fed, located in the middle of the building. The water supply is from a drilled well, and sewage disposal is to a septic tank.

The building contains 6 classrooms, a remedial reading room, an administrative office, 2 restrooms, a teachers' lounge, a kitchen, and a combined custodial and furnace room.

Kindergarten and Special Education Building

These two one-room prefabricated structures, built in 1972, and located a few yards from the main building, are of wood. The ceilings are plaster covered. They have tile floors, and the roof is covered with asphalt shingles. There are no windows, as air conditioning is provided. The buildings are heated electrically. Within each building there is both a dry-chemical and stored-pressure fire extinguisher. Each has an automatic fire alarm system. A door is located in the front and the back of the building. Each door contains large glass panels which are not of safety glass. Each room has two water faucets, a drinking fountain, and a restroom with one water closet. The lighting is fluorescent and measured 60 foot-candles.

Conclusions

These buildings are in good condition and may be considered adequate for housing a traditional elementary school program. However, the absence of a cafeteria and gym (or an all-purpose room) limits programs which might be developed. Also, blacktop areas for walks, play, or parking are notably lacking.

THOMPSON ELEMENTARY SCHOOL
PLANT CAPACITY

No. of Rooms	Approximate Sq. Ft. per Room	Total Capacity @ 30 Sq. Ft. per Pupil	Total Capacity	Enrollment	Relationship Enrollment to Capacity
4	736	25	100	81	-19
2	768	26	52	40	-12
SPECIAL ROOMS					
Kindergarten @ 40 Sq. Ft. per pupil	784	20	20	20	0
Basic Educ. @ 30 Sq. Ft. per pupil	784	26	26	15	-11
Remedial Reading @ 30 Sq. Ft. per pupil	216	7	7	--	- 7
TOTALS			205	156	-49

SCHOOL BUS TRANSPORTATION OF FORT GAY-THOMPSON SCHOOLS--Spring 1973

Nine school buses serve the Fort Gay-Thompson schools. The buses are owned and operated by the Wayne County Board of Education. Bus routes and stops are not mapped or written by the board of education. Each driver can change his stops as the situation demands.

The drivers are members of a union and are employed by the board of education full time. They are required to wear uniforms. Twelve hours of in-service training is given each driver prior to his assuming complete responsibility as a driver. The board of education does not make decisions which determine whether or not the buses will run on snow days. This responsibility is delegated to the individual drivers. If the driver thinks that it is safe to run the bus, he does so; if he thinks that it is too dangerous, the bus does not run. A large maintenance garage is operated by the Wayne County Board of Education, and it appears that the buses are kept in good safety condition. The average life span of a bus is ten years.

The bus driver has the same authority on his bus as has a classroom teacher in his classroom. Pupils who create severe discipline problems are referred to the principal of the school that they attend. There is a copy of rules and regulations posted in each bus, and at the beginning of the school year a copy is sent to the parents of each pupil.

The miles traveled by each bus varies from about 40 miles per day up to about 80 miles per day (Table I). Some buses make only one trip while others make two and three. The earliest that a pupil is picked up is 6:30 a.m. This same pupil does not arrive home until 4:45 p.m.

A survey of pupils shows that the most prevalent time span from boarding the bus to beginning class was between 60 and 79 minutes (Figure I). This was true for all three schools. Seven percent of those riding the bus to Thompson Elementary have a time span from boarding the bus to beginning class of 110 to 120 minutes, as compared to four percent for Fort Gay High pupils and six percent for Fort Gay Elementary pupils. It was also found that Fort Gay Elementary pupils arrived home sooner than did those of Fort Gay High School or Thompson Elementary (Figure II). Eighty eight percent of the Fort Gay Elementary School pupils have a time span from leaving school by bus to arriving home of 45 minutes or less, as compared to 61 percent of those attending Thompson Elementary, and 70 percent of Fort Gay High School pupils.

The Wayne County Board of Education policy for transporting kindergarten pupils is as follows: If the pupil attends the morning session, he rides the school bus with the regular pupils in the morning, and a bus makes a special run at noon, transporting the kindergarten pupils home from the morning session, and then transporting other kindergarten pupils to the school for the afternoon session. Those attending the afternoon session then ride the regular school bus in the afternoon. However, due to enrollment and isolation, no special bus is provided for the kindergarten pupils at Thompson and Fort Gay Elementary schools. These pupils attend the morning session and are then put under the direction of a teacher's aide for the afternoon. They then ride the regular school bus with other students in the afternoon.

FIGURE 1--TIME SPAN FROM BOARDING THE BUS TO BEGINNING CLASS

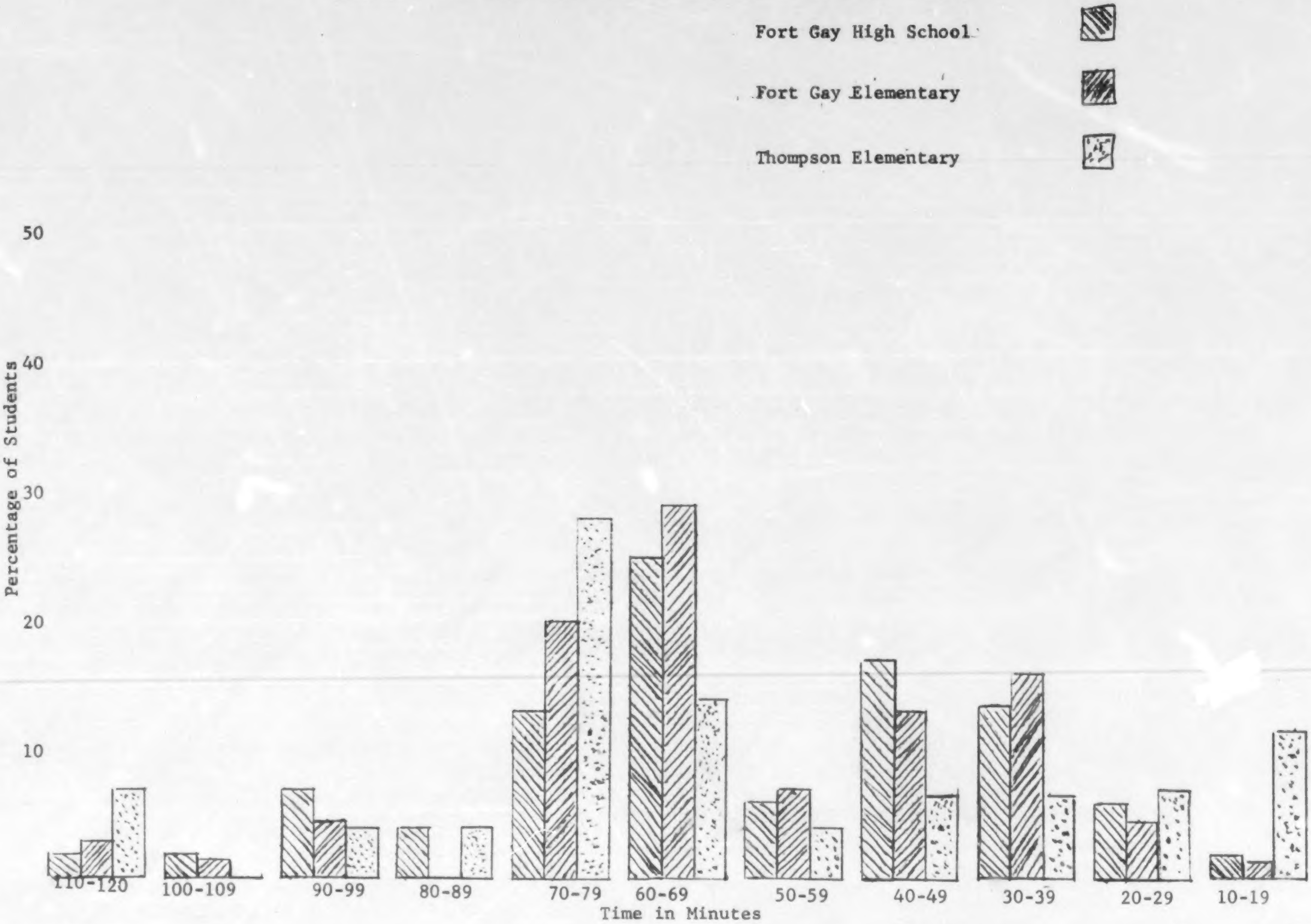
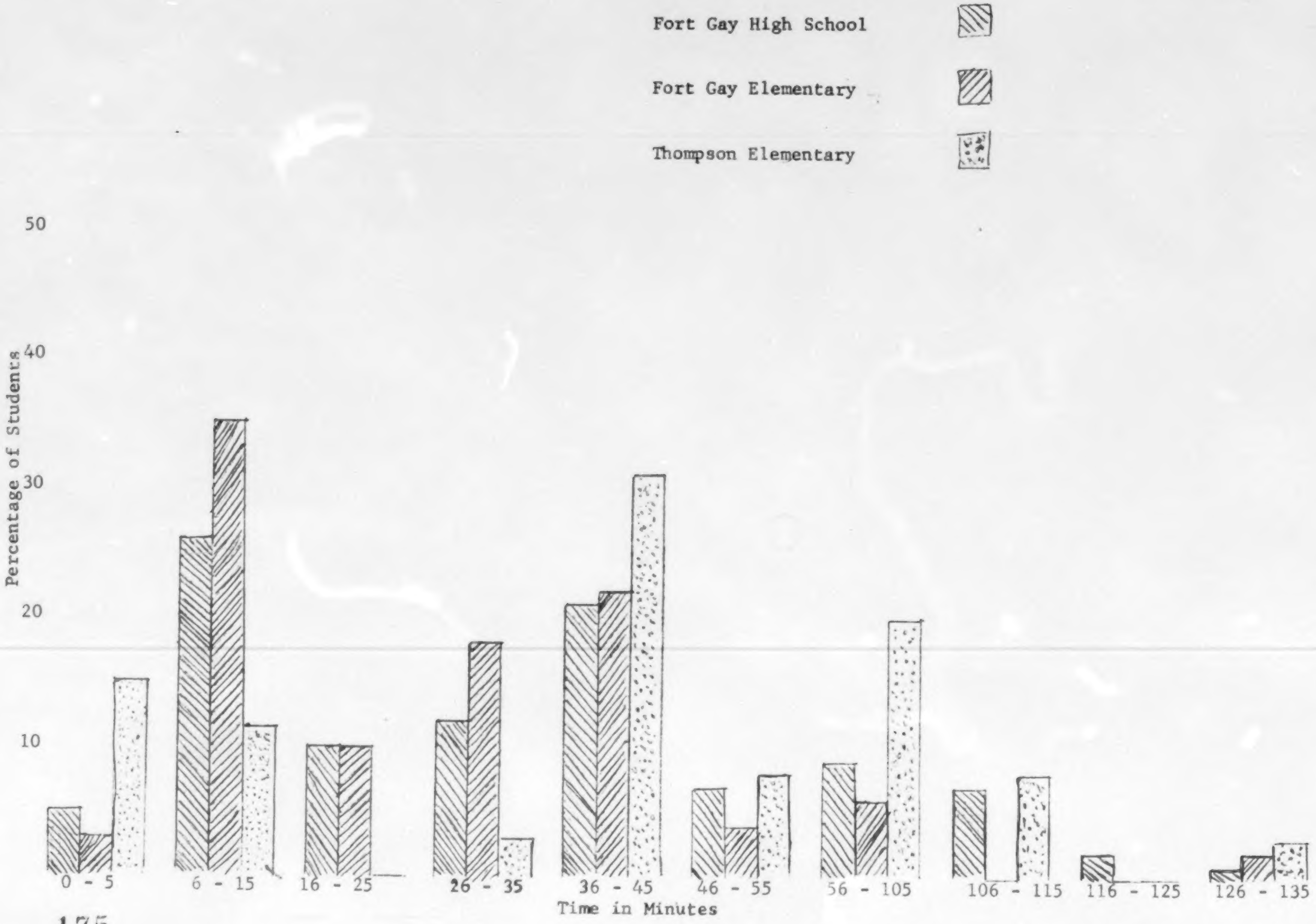


FIGURE 2--TIME SPAN FROM LEAVING SCHOOL BY BUS TO HOME ARRIVAL



MILES TRAVELED PER BUS AND NUMBER OF PASSENGERS CARRIED

Bus Number	Capacity	Miles Traveled Per Month (March)	Number of Type A* Passengers	Number of Type B Passengers	Number of Type C Passengers	Total
31	66	828 2 trips	110	0	2	112
5	60	1642	82	0	2	84
36	66	1050 3 trips	137	1	3	141
16	60	910	113	0	2	115
41	66	1347	107 2 trips	18	0	125
12	66	1325	63	21	1	85

*Type A passenger - Pupil riding bus more than 1 mile
B Passenger - Pupil riding bus less than 1 mile
C Adult employee

** Data for three buses were not available.